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OUR (DIFFERENT) PLACE IN THE WORLD Internationalising an Architectural Curriculum to help Prepare Students for Professional Practice in a Transnational World

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OUR (DIFFERENT) PLACE IN THE WORLD

Internationalising an Architectural Curriculum to help Prepare Students for
Professional Practice in a Transnational World

Johanna Cleary

M.A. in Higher Education

2015

Declaration

I hereby certify that the material which is submitted in this thesis towards award of the Masters (M.A.) in Higher Education is entirely my own work and has not been submitted for any academic assessment other than part-fulfilment of the award named above.

Signature of candidate:

Date:

ABSTRACT

Internationalisation of the Curriculum (IoC) is an idea whose time has come. The intention behind this educational agenda is to help prepare graduates for professional life in a transnational world characterised by diverse mobilities and cultural hybridity. The process of internationalizing a curriculum is context-dependent: IoC looks different in different disciplines, institutions and countries. A rapidly globalising world intimately affects the practice of architecture where the transnational flows of people, information and capital intersect in our cities presenting complex challenges to professional architectural practice. Yet the teaching of architecture is seen as anachronistic: national systems of accreditation and professional registration limit schools of architecture in meeting the challenge to provide curricula that will prepare students with the skills, knowledge and awareness necessary for professional life in culturally diverse contexts. This small-scale qualitative research explored how to internationalise an architectural curriculum with the aim of providing guidelines to support the implementation of internationalisation in the Dublin School of Architecture. Instrumental-type case study research was used to gain insight into different approaches to teaching an internationalised curriculum and help refine theory. Exploratory interviews were held with teaching academics across disciplinary cultures in Germany, the Netherlands and England. Research data was analysed through a process of coding and content analysis to extract the core themes as the basis for the emerging theory. A working hypothesis proposes that the process of IoC can be activated through pedagogic collaborations across national settings, across cultural settings and between the educational agendas of IoC and *Graduate Attribute* policy. These three approaches are interdependent: each acts as an attractor influencing learning and teaching across a networked Architectural Design Studio curriculum. The emerging theory is expressed as a set of guidelines and a schematic that demonstrates application of the hypothesis to the design studio curriculum. It is concluded that the imaginative and systemic inclusion of these approaches in each semester, each module, each stage of the disciplinary programme has the potential to internationalise the architectural curriculum: testing the hypothesis further through action research is the subject for further research.

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List of Abbreviations

- ADS** Architectural Design Studio: the core component of the architectural curriculum
- DIT** Dublin Institute of Technology
- DSA** the Dublin School of Architecture (within the College of Engineering and the Built Environment DIT)
- ECTS** European Credit Transfer and Accumulation System
- GA** Graduate Attributes
- HE** Higher Education
- IaH** Internationalisation at Home
- IAU** International Association of Universities
- IoC** Internationalisation of the Curriculum
- LM** Leeds Metropolitan University England (now Leeds Beckett University)
- REC** Research Ethics Committee
- RIAI** the Royal Institute of the Architects of Ireland
- TUD** Technical University Darmstadt Germany
- UIA** the International Union of Architects
- WU** Windesheim University Zwolle the Netherlands

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CHAPTER ONE

Introduction

1.1. Introduction

It is argued that the process of *Internationalisation of the Curriculum*, commonly abbreviated as IoC, is an idea whose time has come (Welikala, 2011). The end product, an internationalised curriculum, has the explicit intention of developing students as global professionals and citizens, emboldened with international perspectives and intercultural intelligence, prepared to engage with the complex processes and compelling requirements of globalization (Rizvi & Lingard, 2010; Leask, 2014). The supra-national educational agenda of IoC is frequently woven into strategic institutional policies on the *Internationalisation of HE*, a concept which has emerged over the last 25 years in response to globalising forces and increased international mobility of and competition for, fee-paying international students.

Conceptually IoC concerns itself with *all* students not simply international or ‘mobile’ learners. It is reasoned that all graduates will live and work in societies which are characterised by mobility and cultural diversity: consequentially academic curricula must be renovated to prepare learners for work/life in such a transnational world. Multiple competences are now required by graduates beyond expected disciplinary expertise; other skills and awarenesses are needed to help navigate a complex and uncertain world (Caruana, 2007; Killick & Dean, 2013).

IoC is a fuzzy concept and while the *Internationalisation of HE* leaves its adolescent years behind (EAIE 2013), understandings of IoC are still in their infancy (Clifford & Montgomery, 2011). Different interpretations on activating and implementing the process abound; alternative discourses on the purpose of IoC are framed by different social imaginaries of globalisation (Haigh, 2002; Bates, 2005; Rizvi 2010; Killick & Dean, 2013; Caruana 2013). The construct presents itself in different guises in different contexts, disciplines and institutions (Leask 2013).

The role of teaching academics in any curriculum change process is axiomatic: (Blackmore & Kandiko, 2012) similarly, for the process of internationalising a

curriculum it is argued that teachers must be intellectually engaged and enabled to interpret the construct within their own disciplines, if they are to develop and implement new teaching activities (Green & Mertova, 2011; Hudzig, 2013; Leask, Beelen & Kaunda, 2013).

Accordingly, this thesis explores the effect of IoC policy on the architectural design studio curriculum, through a process of intellectual engagement with teaching colleagues who have experience of developing and implementing IoC in their own context. as a move towards developing and implementing new teaching activities at the Dublin School of Architecture.

1.2. The Research Context

The institutional and disciplinary contexts within which the research is set are described below.

1.2.1. Institutional Context

The aim of the '*DIT Internationalisation Strategy to 2015*' is the transformation of DIT into a truly international institution where curricula are international in content and model a range of co-curricular options that reinforce awareness of different cultures (DIT, 2012). To assist with this pedagogical drive, the institution has adopted Knight's (2003) definition of internationalisation to describe its ambitions. Knight posits the centrality of culture to the process and argues for the integration of international, intercultural and global dimensions into the teaching, research and service elements of a university. In this understanding of internationalisation, there is an equal insistence on the intercultural dimension of education that intentionally aims to shift thinking away from a focus on student mobility (international recruitment, student mobility programmes) and superficial additions to course content as evidence of an internationalised curriculum. (Caruana, 2007; Rizvi 2010).

The fruit of this re-alignment/focus in thinking is demonstrated by a *Graduate Attribute* (GA) approach to IoC (Leask, 2001; Caruana, 2007). Although GA policy is a separate, often competing strategic institutional agenda, (Killick and Dean, 2013) it is argued that desired graduate attributes provide an enabling framework to embed the development of

international and intercultural knowledge, skills and awareness into a curriculum (Watt and Mandhar, 2008; Haigh and Clifford, 2010; Leask, Beelen, & Kauanda, 2013).

Policy that seeks to develop civically engaged, socially responsible graduates with an international outlook (DIT, 2014) clearly overlaps with an internationalisation agenda: however developing other graduate attributes of resilience, curiosity, collaborative working, critical thinking and communication can contribute to the development of an internationalised curriculum (Caruana, 2007).

As such it eventuates that two strategic institutional agendas, internationalisation (DIT, 2012) and graduate attributes (DIT, 2014) bound the institutional context of this thesis.

1.2.2. *Disciplinary Context*

It is argued that the requirements of accreditation and professional registration dominate disciplinary curriculum and limit wider frames of reference beyond local practice (Clifford & Montgomery, 2011). Knox and Taylor posit that in the discipline of architecture, the emphasis by registration bodies on such local practice, regulation and legislation places severe constraints on Schools of Architecture to internationalise their curricula: to prepare their students for “*a transnational (rather than a parochial) arena*” (2004). While the discipline of architecture is (and always has been) one of the most global professions, the profound and complex environmental, social and professional challenges of the globalising era have brought new urgencies to architectural education (UAI, 2011; Farrell, 2014).

It is in the territorial overlap between a disciplinary urgency to prepare new architects for professional practice in a transnational arena and strategic institutional agendas on internationalisation and graduate attributes that this research occurs.

1.3. The Research Rationale

The rationale behind the research is two-fold. The first motivation arose from reflection on my teaching practice in New Zealand and Ireland over a particular ten-year period, 2004-2014: a time frame coincident with the rapid development of the *Internationalisation of HE*. The international mobility of students was evidenced at Victoria University Wellington (2004- 2008) by a culturally and linguistically diverse

student cohort present in the architectural programme: at the Dublin School of Architecture, a culturally diverse student cohort is increasingly evident as the school activates recruitment of international students in line with institutional policy (DIT, 2012).

The rich pedagogical resource embedded in a culturally diverse studio became apparent during my experience in New Zealand: yet the experience left troubling questions about the effect of the internationalisation process on the established, mainly constructivist, teaching methods in the architectural design studio. Undertaking this applied research into IoC has been an opportunity to engage with these reflections, to advance my intercultural learning/teaching practice and to assist colleagues teaching in a changing design studio environment.

Concerns about the way we teach architecture in a culturally diverse studio are matched by other concerns about *what* we are teaching, specifically the disciplinary knowledge awarenesses and skills our graduates need when professional practice is characterised by transnational architectural production, cross-disciplinary/cultural collaborations and a culturally diverse client group.

It is the coincidence of the changing design studio, an institutional commitment to a holistic IoC process, and complex disciplinary challenges that coalesce to provide the rationale for this research.

1.4. The Research Aims

The research aimed to investigate how an architectural curriculum can be internationalised; to improve my teaching practice and to assist colleagues at the Dublin School of Architecture engage with and implement a process of internationalising the ADS curriculum as a step towards internationalising the architectural curriculum.

1.5. The Research Question and Objectives

The research aimed to answer the following question:

How can an architectural curriculum be internationalised to help prepare students for professional practice in a transnational world?

The primary focus was explicitly on internationalisation of the architectural curriculum. The value of the process for architectural education was explored in relation to the following two sub-questions:

1. Does an internationalising process affect teaching arrangements in Architectural Design Studio, (ADS) the core strand of the disciplinary curriculum?
2. What influence have different approaches and policies on internationalising the curriculum, implemented in different institutions, had on teaching arrangements in ADS which are intended to develop the awareness, knowledge and skills needed by students to interact professionally in culturally and linguistically diverse contexts?

The main conceptual categories contained in the question and sub-questions were used to guide the literature review, the interview format and initial data coding and content analysis.

The research had the following objectives

1. To identify commonalities and differences in approach across three cases and from a thematic analysis to provide guidance and recommendations for implementing internationalisation of the ADS curriculum at DSA.
2. To develop a working hypothesis and visual schematic for how to internationalise the architectural curriculum at DSA

1.6. Structure of Document

Chapter 2 the literature review, focuses on educating for the transnational world of professional practice. It explores the fuzzy world of IoC and the different interpretations of the purpose of the construct. It argues that the evolution of IoC mirrors the globalising world from which it emerges, as it changes and transforms to keep pace with uncertainty and complexity: it highlights imagination, coincidentally a disciplinary currency as essential to the change process.

Chapter 3 declares the cultural underpinnings to the research. The justification for undertaking the research in culturally and linguistically different contexts as an appropriate methodology is explicated. Ethical issues are specified.

Chapter 4 analyses the interview text data and presents the findings as a set of three inter-related themes that emerged from a process of coding and content analysis. It focuses on the coincidence and divergence of teaching approaches to IoC at the three cases and provides the evidence for an emerging theoretical hypothesis on how to internationalise an architectural curriculum.

Chapter 5 examines the research findings. The epistemological and theoretical positions behind the different institutional approaches are interpreted in relation to the literature. It answers to the research question through a set of practical guidelines and recommendations for how to internationalise the ADS curriculum.

A working hypothesis is proposed and a graphic schematic is developed for use in a workshop setting.

Chapter 6 concludes this particular study by reflecting on the primary findings from the research and the heuristic value for trans-cultural teaching and learning practice. Areas for further intellectual engagement with this fuzzy construct are proposed.

CHAPTER TWO

Literature Review

2.1. Introduction

The pre-fix *trans*- implies ‘across’ or ‘beyond’ phenomena while the prefix *inter*-refers to conditions ‘between’ and ‘among’ entities. The *internationalisation* of disciplinary curricula that aims to prepare students for work and life in a *transnational* world could be argued as a conceptual contradiction (or simply careless syntax). Another interpretation suggests that contained within this seeming contradiction is the very nature of the transnational world - the speed of change associated with the globalising era. IoC was conceptualised over 25 years ago and as the concept has been buffeted by the forces of globalisation, the purpose of the construct grows wider and fuzzier as different dimensions are added to its remit - is it to prepare learners for successful performance in the world of work, as agents of social change and justice, or as responsible world citizens?

This chapter looks at the cases for the different interpretations and approaches to implementing IoC, as educators attempt to keep pace with a changing and complex world characterised by physical/cognitive movement across national and cultural boundaries.

2.2. Educating for Professional Practice in a Transnational World

The global world of the 21st century, the movement across and beyond boundaries, is theorised as a network of exchange: summarised by Urry (2000) as “*the diverse mobilities of peoples, objects, images, information and wastes; and...the complex interdependencies between, and social consequences of, these diverse mobilities*” (Rizvi & Lingard, 2010, p. 162). The obligation for the academic world to position itself among these different flows has been argued as essential for some time (Ping, 1998; Schoorman, 2000; Bates, 2005). Ping (1998) asserts that if the university is to prepare graduates for the new era, to serve scholarship (and the national interest) then academic institutions are **obligated** to contribute to epistemological exchange, sharing experience, expertise, ideas and knowledge.

The academic and ethical consequences of these manifold flows of people, ideas and information have presented a number of puzzles for education policy makers. These include: how to internationalise curricula as a way of contributing to the global exchange of knowledge and expertise; how to prepare graduates for a transnational world of work; how to encourage socially responsible active citizenry and how to engage with the cultural diversity such mobility has enhanced. In this context however, Rizvi (2010) urges educators to focus on cultural hybridity, as distinct from cultural diversity, arguing that hybridization, where existing cultural forms separate from existing practices and recombine in new cultural forms and practices, is now the cultural condition of society.

2.3. Internationalisation of Higher Education and IoC as a Response to Globalising Forces

Two particular supra-national educational agendas that have emerged in response to globalisation are the *Internationalisation of Higher Education* and *Internationalisation of the Curriculum*.

2.3.1. Internationalisation of HE

The internationalisation of HE is now mainstream and highly normative, promoted as the strategic concept of choice by universities worldwide (Kehm, 2011; Maringe, 2011). The suggestion of choice may be fanciful: a more forthright interpretation is that in order to survive in the globalising context in which education is now delivered, to engage with the imperatives of globalisation, universities **must** become international entities (Rizvi & Lingard, 2010; Panel, 2012).

2.3.2. Internationalisation of the Curriculum (IoC)

One way that universities have sought to engage with the imperatives of globalization has been through a process of internationalising academic curricula: an idea that Welikala (2011) argues whose time has come. Early attempts by the OECD to pin down this fuzzy concept defined an international curriculum as one having an “*international orientation in content, aimed at preparing students for performing*

(professionally/socially) in an international and multicultural context, and designed for domestic as well as foreign students” (Rizvi & Walsh, 1998, p. 7). What is salient in the organisations understanding of the construct is the emphasis on the preparation of **all** students for work **and** social life in cross-national **and** cross-cultural contexts.

More recent attempts at pinning-down IoC bifurcate the construct into the process/action, internationalising the curriculum and the product/object, an internationalised curriculum. Leask defines the process of IoC as *“the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study”* (2009, p. 209) in an understanding that resonates with Knights (2003) earlier working definition of internationalisation. The curriculum change process should be comprehensive, on-going and multifaceted (Schoorman, 2000; Clifford, 2013). The product, an internationalised curriculum, is one where students engage with international and intercultural perspectives, and significantly for Leask, purposefully develop these perspectives as *“global professionals and citizens”* (2014, p. 2). It is around these four words that the alternative discourses on the meaning and purposes of IoC cluster.

2.4. Different Intellectual Discourses on IoC

Welikala (2011) argues that the lack of consensus around IoC is welcome; it is a good space where alternative ontological and epistemological positions on the purpose, meanings and practices of the construct can compete. Agreement exists on the nature of the world all graduates will enter: an uncertain ‘super-complex’ arena characterised by movement, cross-cultural exchanges and dissolving boundaries between cultural forms (Crowther, et al., 2000; Caruana, 2007; Leask, 2009; Barker, Hibbins, & Farrelly, 2011; Leask, 2014). The different discourses emerge when different social imaginaries of globalisation are rehearsed; when concepts of student-preparedness, competence and global citizenry are interrogated; when questions are asked about which agenda and whose interests IoC really serves (Rizvi & Lingard, 2010; Haigh & Clifford, 2011; Killick & Dean, 2013).

2.4.1. *The 'Knowledge-based Economy and Learning Society' Discourse*

The competing interpretations of the concept include the liberal 'knowledge-based economy and learning society' discourse: an understanding that argues the purpose of IoC is to develop graduates who are capable of dealing with other cultures, who can negotiate a rapidly changing world and who are socially responsible (Caruana, 2007; Barker et al., 2011). This discourse places culture at the centre of the internationalisation process. Leask's (2009) ideation of IoC as a holistic and inclusive process involving all learners and all aspects of learning and teaching (the formal, the informal and the hidden curriculum) sits within this interpretation of the purpose of IoC.

The type of change required to achieve this integrative pedagogical model aligns with the 'inclusive' level of Moray's *Paradigm for Multi-cultural Course Change* (2000). The curriculum is renovated by adding alternative perspectives to programme content, engaging learners in constructing knowledge, building critical thinking skills and encouraging peer learning. Assessment methods are multiple. This change takes place in a learning environment where the traditional authority of the academic is relinquished (Clifford & Joseph, 2005).

2.4.2. *The 'Counter-hegemonic/Radical' Discourse*

The highest or transformed level of the *Paradigm for Multi-cultural Course Change* (Morey, 2000) aligns with counter-hegemonic/radical discourses on IoC. Radical interpretations emerge from the critical pedagogical tradition and are strongly linked to agendas on **active** global citizenship (Green & Mertova, 2011; Clifford & Haigh, 2011). IoC is construed as an educational process that Schoorman (2000) argues occurs in an international context of knowledge exchange and practice but where societies are understood as part of a networked inclusive world. Concepts of cooperation, fairness and social justice cluster around this discourse. Viewed through this lens it follows that boundaries around other transformative educational agendas including *Education for Sustainable Development, Equality and Diversity in HE* and *Graduate Attributes* are dissolving as emerging discourses explore the intellectual intersection between IoC and

other progressive educational agendas (Caruana, 2007; Caruana & Ploner, 2010; Killick & Dean, 2013).

But for Bates a truly transformative curriculum, ideated as a global curriculum, can only eventuate by quests into intellectually and personally challenging terrain where we dare “*to cross cultural boundaries within and between societies*” (2005, p. 95). The cognitive and physical mobility required in this interpretation, imagining the change process as a series of boundary crossings - disciplinary, pedagogical, linguistic, technical and spatial - could amount to new ways of thinking about movement that Papastergiadis (cited in Rizvi, 2010, p.162) deems essential in response to the transformation to our social institutions, cultural practices and sense of identity brought about by the diverse mobilities of globalisation.

2.5. Different Approaches and Policies on Implementing IoC

Initiatives undertaken to implement IoC tend to fall into three categories: study abroad and educational exchange; learning about other languages/cultures and preparing graduates to work in the global knowledge economy (Rizvi et al., 2010; Leask 2014). These approaches are conceptualised as cross-national mobility, as the centrality of cross-cultural exchange and as exchange between educational agendas intended to prepare students for professional and social life. It is argued that each approach requires academic courage, as confronting the taken-for-granted truths in any discipline requires a tectonic shift in thinking (Green, 2013; Leask, 2013).

2.5.1. *An Approach to Implementing IoC based on Cross-national Mobility*

For some time, cross-national mobility has been the most visible aspect of IoC: exchanges are easy to organise, they **appear** to expose students and staff to culturally different contexts and in their enactment they mirror the transnational world of practice. A shift has occurred however away from a reliance on mobility programmes that are viewed as too often focused on input, on optional experiences or on activities for a few students that demonstrate little evidence of learning outcomes (Caruana, 2007; Leask, 2009). Caruana extends this dissatisfaction when she suggests that international experience gained is often superficial with no meaningful cultural engagement

(Caruana, 2014). The argument is thus proposed that the cultural hybridity that is now characteristic of any society's condition is equally evident at home, questioning the necessity of international travel. This thinking is conceptualised as *Internationalisation at Home* (IaH).

Caruana (2011) similar to Bates (2005) sees mobility as also cognitive, crossing cultural boundaries within and between societies. She determines IoC includes such cognitive mobility at 'home', engaging with local communities through service learning and community volunteering and she argues these teaching strategies are valid pedagogical methods to provide global citizenship education.

2.5.2. An Approach to Implementing IoC based on Exchange between Educational Agendas

As the understanding that internationalisation does not necessarily involve doing something abroad gained ground, Caruana (2007) detected a consequent shift in thinking away from student international mobility towards a 'graduate attributes' (GA) or competency approach to internationalisation. The potential for IoC to connect institutional agendas for internationalisation with all student learning in different disciplines and programmes has been enthusiastically embraced: graduate attributes are seen to provide a tangible framework for IoC development and implementation (Caruana, 2007; Green & Mertova, 2011; Leask, 2014). This enthusiasm extends to internationalising the architectural curriculum where Watt and Mandhar (2008) agree on the foundational benefits of GA's for building an international architectural curriculum.

2.5.3. An Approach to IoC based on the Centrality of Cultural Plurality and Cross-Cultural Exchange

Rizvi argues that in an internationalised curriculum, content should not arise out of a single cultural base: "[it] should engage critically with the global plurality of the sources of knowledge. It should not only respond to the needs of the local community" (2000, pp. 6-7). Welikala (2011) concurs that knowledge creation cannot be constrained within nationalities. This thinking has repercussions for disciplinary curricula which are audited and regulated by national registration bodies. It is the tension between universal

aspiration for IoC and local actualities of practice that Haigh (2002) argues inhibits internationalisation of disciplinary curricula and explicates the unconscious saturation of curricula with local traditions and cultural values. Hudzig (2013) attempts to solve this dilemma when he predicts that constructivist pedagogical strategies and comparative methodologies will play a key role in internationalising curricula - identifying similarities and differences across cultural entities. Existing and emerging communication media also facilitate learners to engage with epistemological plurality by linking local and global knowledge (Rizvi & Lingard, 2010; Hudzig, 2013).

If students are to engage critically with epistemological pluralism, explore the origin of their own values/traditions and engage in scholarly enquiry into the origin of other value systems (Rizvi & Lingard, 2010; Haigh & Clifford, 2011), then Leask's (2009) clarification that these other value systems include those 'others' present within the national culture is salient for the process of IoC. In this context Welikala (2011) argues the nomenclature should change: the term 'international curriculum' should be replaced by 'multi-perspective curriculum'. This curriculum model would **continuously** expose students and academics to diversity, to alternative ontological and epistemological perspectives and would encourage the critical questioning skills Rizvi (2000) postulates are essential to confront a fast-changing knowledge economy. Welikala trusts that adopting such strategies may eventuate in academic culture rich with epistemic potential to develop new skills, knowledge and understandings.

Caruana (2007) advises that the expectations of critical thinking that educators set for students must be reciprocated. She argues academic engagement with IoC must be critical where educators question why the process is important before developing and implementing new teaching activities. Leask concurs that academic staff must themselves become highly effective intercultural learners, willing to adapt teaching practices to a changing learning environment and to be critically aware of their own cultural traditions and values.

2.6. Internationalising the Architectural Curriculum for Professional Architectural Practice in Culturally Diverse Contexts

2.6.1. The Practice of Architecture and the Transnational World

Many of the identified phenomena associated with the transnational world coalesce in the practice of architecture where the global flows of people and capital intersect in our cities. Many architectural practices have offices across the world, architects compete for and build international projects and increasing cross-border movements in professional services contribute to forms of professional mobility. Watt (2010) advises that as the global scope of the profession expands so too does the power and responsibility architects carry in shaping the social imaginaries of diverse populations. The International Union of Architects (UIA) also identify the challenges the mobility of people presents to architectural practice. Their advice is to teach architects to respect, analyse and value cultural difference and charge practitioners to accept the considerable social responsibility the profession carries in relation to local contexts and identity (2002). In this context teaching methods that engage critically with scholarship from different cultures and the global plurality of the sources of knowledge seem apposite (Watt & Mandhar, 2008; Rizvi, 2000).

2.6.2. IoC and Disciplinary Culture

Leask argues that the customs, institutions and understandings of academic disciplines and professions are cultural - “*constructed, bound and constricted*” (Leask & Bridge, 2013, p. 109). Consequently she concludes the process of IoC should occur within the context of the different cultures and practices of knowing, doing and being in the disciplines (2014). Beecher (cited in Leask, 2009:134) describes academic disciplines as world-wide learning communities, international pedagogical cultures that connect academics in research and in teaching. This understanding of disciplinary commonality, exists alongside cultural difference, a balanced understanding summarised by the UIA in their declaration on architectural education: “*that, subject to recognition of the importance of regional and cultural customs and practices and the need for differences in curriculum to accommodate these variations, a common ground exists within the pedagogical methods used*” (2011, p. 4).

2.6.3 Architectural Design Studio Culture

For Leask (2009) internationalising a disciplinary curriculum includes the formal, the informal and the hidden aspects of the curriculum. Bowles and Gintis (cited in Margolis et al., 2015:6) define the hidden curriculum as the process of inculcating certain behaviours through the natural and everyday features of school life. It is through the hidden curriculum that disciplinary values and codes of behaviour are communicated, for example whose knowledge is valued or not valued. Allied to this is Taylor's (cited in Rizvi 2010:34) concept of the social imaginary that encompasses a way of thinking, the normal expectations and the common understandings that make everyday practices possible. There is an imagination of the architectural design studio as a progressive learning space, shaped by new technologies and cross-cultural cross-national student interaction: a space where students are facilitated *"to think and act globally...to connect with communities and peers around the world"* (Simon, 2012, p. 283). This popular imaginary is challenged by other imaginaries of the design studio environment and ADS pedagogy. Anthony (2012) argues the environment is particularly intimidating to women and *"students of colour"* (p. 400); Watt & Mandhar (2008) concur and critique the constructivist design review or 'crit' as threatening on the basis of difference – whether *"of culture, class or gender"* (p. 15).

The International Association of Universities (IAU) has had a period of reflection on the progress and disappointments of the internationalisation agenda to date (Egron-Polak, 2012). The organisation now urges academics to re-focus on the academic and ethical values that were originally intended as central to the construct (Egron-Polak & Hudson, 2011; Egron-Polak, 2012). This advice is salient and helpful for architectural educators as the UIA has for some time been unequivocal about the equivalence between the academic and ethical purposes of architectural pedagogy:

Architectural education should have two basic purposes: to produce competent, creative, critically minded and ethical professional designers/builders; and

to produce good world citizens who are intellectually mature, ecologically sensitive and socially responsible (2002, p. 11).

2.6.4. 'Grave and Complex Challenges' to Professional Architectural Practice in the Globalising Era

The UIA are also unequivocal about the considerable responsibility teachers in the discipline of architecture carry: they declare: “*architectural education constitutes some of the most significant environmental and professional challenges of the contemporary world*” (2011, p. 4). The spectre of the social and functional degradation of human settlement as a result of global migrations looms large and educators must arm new architects with the skills, knowledge and awareness to formulate creative and new solutions to confront these “*grave and complex challenges*” (p.4).

2.6.5. Skills, Knowledge and Awareness Presumed to be Necessary for the New Era

Watt (2010) questions the implications of these environmental and professional urgencies for the architectural curriculum: what new knowledge, skills and competencies should we presume graduates will need to interact professionally and ethically in this new era? She concludes the answers lie in the realms of resilience, cross-cultural awareness, empathy, skilful communication and ethical practice:

The most important gift that educators can pass on to graduate architects is the ability to adapt to unfamiliar surroundings, to appreciate and interact with people different from themselves and to engage seriously with moral issues (p. 36).

Tombesi (cited in Watt, 2008:3) argues the now common geographical separation of design services and the international division of labour in architecture could lead to substantial restructuring of professional practice. In this context it is anticipated that new ways of working in cross-cultural groups will require graduates to be equipped with leadership, decision making, group-working and communication skills; cross-disciplinary and cross-cultural awarenesses and linguistic, business, geographical and cultural knowledge (UIA, 2002, Knox & Taylor, 2006; Watt & Mandhar, 2008; Farrell, 2014). Buchanan (2012) reiterates that architects must be prepared to act effectively to deal with global problems but also urges **empathy** as a necessary professional attribute when dealing with the complexities of collaborating with the many cultures architectural practice impacts on.

2.6.6. *Disciplinary Challenges to Internationalising the Architectural Curriculum*

It appears that based on the scarcity of literature on the topic in architecture journals, architectural educators are generally unaware of the issues involved in internationalisation of the curriculum (Watt & Mandhar, 2008). The popular print media is however aware of the anachronistic nature of architectural pedagogy: a once progressive educational paradigm has become stale - *“allowed to stagnate... as a hermetic, inward-looking pursuit for more than 50 years”* (Wainwright, 2013).

Some time ago in their review of architectural education Boyer & Mitgang (1996) reported: *“The combination of globalization and computerization has implications for architecture education that many schools are only beginning to confront”* (p. 12). For Watt in 2008 the situation remained unsatisfactory: she argues that in architectural education national and regional contexts still remain the priority with the assumption being that architects will practice solely within national boundaries. The pedagogical challenge to internationalise the curriculum is frustrated by national systems of professional registration and accreditation (Knox & Taylor, 2006) however reform of the architectural curriculum is now a compulsion.

In a previous time Schön (1984) proposed architectural education as a pedagogical paradigm, a valid model for all professional education (Webster, 2008). Now an urgent ‘call to arms’ demands a new pedagogical model characterised by Slessor as: *“a new and more fully human paradigm [one] that genuinely and intimately engages with culture and society”* (2012, p. 1). Similarly, the *Farrell Review of Architecture and the Built Environment* (2014a) advocates a radical new model that prepares architects much better for the future, a model based on cooperation between Schools of Architecture, communities, the architectural industry and the State (Farrell, 2014a; Farrell, 2014b). The urgency of this reform is no less than preventing the architectural profession fatally disconnecting from society (Slessor, 2012).

2.7 A Way Forward with a New Imagination

In the rush to prepare architectural students for challenging ethical professional roles in a super-complex world, trying to tease out and speculate on which new skills and

knowledge will be necessary, certain existing disciplinary strengths can be overlooked, advantages that can help the process of internationalising the curriculum. Collier hints at this when she describes architects as artists who are “*uniquely qualified to exercise ‘moral imagination’ when it comes to situations where moral deliberation is needed*” (2006, p. 307). Imagination is currency in architecture: imagination is also an asset when facing into a process of internationalising the curriculum. Leask (2013) argues educators must imaginatively *move beyond dominant paradigms* – “[to] *imagine new possibilities and new ways of thinking and doing*” (2013, p.193). Buchanan’s (2012) forthright appeal to architects to use their imagination and apply their design skills to the architectural curriculum suggests fertile ground exists for exchange between activating a process of IoC and imagining new possibilities for the architectural curriculum. Fertile ground also exists for adopting a radical approach to IoC that builds from the disciplines radical pedagogical tradition (Colomina, 2012).

2.8 Conclusion

While diverse mobilities, cultural hybridity, thorough change and complex uncertainty characterise the transnational world young architects now enter: while concepts of fluidity (Bauman, 2000) and speed-distance (Virilio, 1991) attempt to describe the contemporary condition in a context where notions such as ‘near’ and ‘far’ have lost their traditional authority (Virilio, 1997), Allen (2012) reminds that while images, ideas, expertise and architects themselves circulate globally, **architecture** remains rooted in place. To help students comprehend the imperatives and implications of globalism, Allen asks architectural educators to resist “*tired generalizations*” (p.229) and prepare new graduates for the transnational world through close study of specifics; specific places, cities and cultures.

As a way for architectural educators to negotiate between a local context and globalising forces, to avoid lapsing into “*romantic localism*” (Rizvi & Lingard, 2010, p. 198) or giving in mindlessly to the forces of globalism, Appiah’s (cited in Allen, 2012) thinking on cosmopolitanism is pertinent. With its references to tradition, technology, cultural hybridity, exchange, intellectual and physical mobility, cosmopolitanism

provides a good pedagogical framework for educators activating a process of internationalising the architectural curriculum:

[pay] close attention to the necessary hybridity of a contemporary culture that works with elements of history and tradition at the same time as it takes full advantage of new technologies and the opportunities of global exchange h(Allen, p. 229).

CHAPTER THREE

Designing the Research

3.1 Introduction

A number of particular observations from the literature on IoC resonated when designing the research. These included Leask's (2009) argument that the process of IoC requires academics themselves to become highly effective intercultural learners, critically aware of their own cultural influences; that the construct is highly context dependent and looks different in different disciplinary, institutional, national and cultural contexts (Leask 2013) and that academics need to be intellectually engaged with the process and enabled to interpret it within their own discipline if they are expected to activate and develop IoC (Green & Mertova, 2011).

The aspect of intellectual engagement with the process combined with Bates (2005) assertion that a truly internationalised curriculum can only eventuate from quests into intellectually challenging terrain (crossing boundaries within and between societies), suggested the research should be carried out in culturally and linguistically diverse contexts, crossing disciplinary boundaries and engaging with the transnational world of architectural education and practice.

3.2. Ontological Epistemological and Theoretical Positioning

As a means towards becoming critically aware of the cultural and social reserves that have influenced the research design (Grix, 2010; Crouch & Pearce, 2012) the ontological, epistemological and theoretical 'pre-understandings' behind the inquiry are explicated briefly.

3.2.1. Ontological Position

The research assumes a constructivist ontological position. This position arises from the cultural and social reserves of late modern times, a time in which Connolly (cited in Lather, 2010:77) argues means to live with a growing sense of contingency and permanent unsettlement. From this perspective the nature of the world is contingent, the world is not fully knowable and understanding is always incomplete (Lather, 2010;

Couch & Pearce, 2012). Mine is a pluralist not a relativist world view that aligns with a constructivist position and balances subjectivity and objectivity: that “*recognizes the importance of the subjective human creation of meaning, but doesn’t reject outright some notion of objectivity*” (Baxter & Jack, 2008, p. 545).

As an ontological position is concerned with what is believed to constitute social reality it is argued that in order to understand any reality, it is necessary to understand the people who create that reality and who are thus enabled to describe their views of it (Grix, 2002). In research terms a constructivist ontological position values close collaboration between researcher and participant: knowledge is then acquired through direct engagement with lived experience and understandings in real-life contexts (Baxter & Jack, 2008).

Lather advises that accepting the contingent nature of the world carries methodological implications for researchers who are asked to be more accountable to the demand for complexity: “*to present a mix of interpretations versus seeking consensus*” (2010, p.10).

3.2.2. Epistemological Position

The research assumes a post-positive epistemological position. The epistemological implication of a constructivist ontology is that knowledge is a specific social production - a product of the context, the time and the place in which it is constructed. This position had methodological implications for the research design as it implied direct engagement with participants in their specific cultural contexts was an appropriate way to gain insight into how IoC is being implemented in different cultural and linguistic teaching contexts.

From a post-positivist perspective knowledge about the world is viewed as incomplete, falsifiable, challengeable and changing-never impersonal or value neutral (Crouch & Pearce, 2012; Cohen, Mannion & Morrison, 2011). The position recognizes both the subjective human creation of meaning and the continuing existence of multiple co-existing objective realities. Lather (2010) acknowledges it is a ‘messy’ epistemic position but one that can lead to better research work by courting counter-narratives.

The imperative that academics engage intellectually with IoC (Green & Mertova, 2011) resonates with an aspiration to improve my intercultural learning and teaching practice through a process of epistemic reflexivity, where reflexivity is understood as “*an unconditional attention to one’s intellectual acts...to the possibility of always moving forward*” (Ranciere, 1991, p. 37).

3.2.3. Theoretical position

The research assumes a (post) critical theoretical position, informed by radical democratic theory. Internationalisation of the Curriculum policy is located in what Lather (2010) terms the ‘turn to policy’ in educational research: a context which Hess (cited in Lather, 2010:8) has described as tangled and highly politicised. When Habermas’ view of the curriculum as “*inescapably political*” (Cohen, Mannion, & Morrison, 2011) is considered the concept of IoC becomes yet more politicised. This is evident in the different discourses surrounding the concept which mirror different imaginaries of globalisation and the role for education in a market-driven economy.

The emancipatory and transformative potential associated with critical social science, a paradigm that concerns itself with matters of individual and collective empowerment, provides the theoretical underpinnings to this research. This position aligns with radical discourses on IoC which are the educational agenda is potentially transformative and advances social justice, fairness and active responsible citizenship.

Post-critical discourses have implications for the architectural curriculum. Jarzombek (2002) argues that post-critical practices are shaped by contemporary urgencies and the need to find adequate solutions to communal, ethical, corporate and global problems. The argued urgency to imagine an educational paradigm that genuinely engages with culture and society (Buchanan, 2012; Slessor, 2012; Farrell, 2014), that is concerned with post-critical urgencies informs the theoretical position behind this research.

3.3. Research Methodology

The research was carried out using a qualitative case study methodology.

3.3.1. The Interpretative Tradition of Qualitative Research

Cooperation, context and collaboration emerged through a reflexive process as the pedagogical values that guided the specific procedures involved in the research process. An ontological position that values close collaboration between researcher and participant; an epistemology that presumes knowledge is acquired through such direct engagement and is a specific social product of context and a theoretical position informed by activism signify the research belongs within the interpretive tradition of qualitative research. This tradition of inquiry is characterised by a concern for the individual and an effort to understand from within. An interpretive approach focuses on action: data is generated by the research act and theory is emergent, arising from a particular situation where behaviours/perspectives are understood as context-related and context-dependent (Cohen et al., 2011; Denzin & Lincoln, 2013). The gathered data is then interpreted to determine the larger meanings of the findings (Creswell, 2012).

The characteristics of qualitative research include exploring a problem to develop a detailed understanding of a central phenomenon; stating the research purpose in a broad way to facilitate participants experiences; collecting word data from a small number of people; using text analysis data to identify themes; interpreting and reporting the findings using flexible emerging structures (Creswell, 2012, p. 16). Qualitative research also generates rather than tests a hypothesis: this characteristic is apposite as it aligns with the specific research objective of generating a working hypothesis on how to internationalise an architectural curriculum. Lather argues that the strength of qualitative research is its ability to access the complexity and “*messiness of practice-in-context*” (2010, p. 10), an advantage that supports the heuristic intention behind the research.

3.3.2. Case Study Research on IoC in Culturally and Linguistically Diverse Contexts

With a ‘messy’ epistemic position and dealing with a fuzzy topic guidance was sought from the literature to help design the specific research methodology and methods. Clifford and Montgomery (2011) advise that in the field of IoC the relationship between

research and teaching is particularly acute. They argue that collaborating with international colleagues is an imperative with the aim of developing new pedagogical approaches and innovative curricula.

That the process of internationalising a curriculum, despite connotations of universality, is argued as highly context-dependent, (Leask, 2013) suggested case study was an appropriate methodology to investigate the concept and its influence on the architectural curriculum. Case study aims to explore a contemporary phenomenon in real life contexts (Yin, 2003). It was reasoned that the selected cases should be set in different geographical, institutional, disciplinary and linguistic contexts and would involve collaborating with international teaching colleagues.

Advantages of a case study methodology. The emphasis on the importance of context to the process of implementing IoC, and the value placed on context and close collaboration between researcher and participant from a constructivist perspective, align with the centrality of context to qualitative case study research (Baxter & Jack, 2003; Yin, 2003; Cohen et al., 2011). Case study research recognizes complexity and the ‘embeddedness’ of social truths. The study originates in the world of action, and contributes to the world of action through interpretation and application of findings to teaching practice. Yin (2003) recommendation that case study design is appropriate when the focus of the study is to answer a ‘how’ question and to learn from different contexts justifies the selected methodology.

Reliability of case study findings. There are disadvantages to the methodology. While findings may be generalizable about an instance (Adelman, Kemmis, & Jenkins, 1980; Cohen et al., 2011), Nisbet and Watt (1984) counter this and argue results may not be generalizable. Yin resolves the difference by clarifying that case studies are generalizable to theoretical propositions and not to populations or universes (2003). This interpretation is apposite for this research that aims to generate a working hypothesis.

Case studies are not easy to cross check, they can be selective, biased and subjective (Nesbit & Watt, 1984; Cohen et al., 2011). Creswell (2012) suggests these disadvantages can be ameliorated by reflecting on personal bias, values and assumptions and reporting these. Case study research is obligated to abide by canons of

internal validity-causal explanations must be supported by the evidence alone-and external validity by clarifying the contexts to which generalizations can be made (Cohen et al., 2011). This has been a guiding principle when analysing, interpreting and writing the report.

Case study type, design and selection scheme. Case studies are set in geographical, institutional, temporal or in any context where boundaries can be drawn around the case (Hitchcock & Hughes, 1989; Creswell, 2002; Cohen et al., 2011). An ‘instrumental’ type study was selected: a type deemed useful to gain insight into an issue and to help refine theory (Baxter & Jacks, 2008). A ‘multiple-case’ instrumental type examined three cases comparatively across their bounded contexts: the findings generated by multiple-case research is considered robust and reliable (Baxter & Jack, 2008) however Yin (2003) cautions the cases must be selected carefully as comparisons will be drawn.

In social research where context-dependency is integrated with practical deliberation, Flyvbjerg (cited in Lather, 2004:767) argues the strategically chosen cases assume importance as critical cases. A ‘non-random critical case’ sampling scheme was used to select the universities and ‘information-rich’ participants for data collection: a sampling scheme defined as the purposeful selection of “*settings, groups, and/or individuals based on specific characteristic(s) because their inclusion provides the researcher with compelling insight about a phenomenon of interest*” (Onwuegbuzie & Collins, 2007, p. 285).

Selected culturally and linguistically diverse contexts. Data was collected at three international contexts.

- **Technische Universität Darmstadt Germany (TUD):** The Faculty of Architecture.
- **Windesheim University, Zwolle the Netherlands (WU):** The Faculty of Engineering and ICT - Schools of the Built Environment and Transport and Engineering and Design.
- **Leeds Metropolitan University England (LM):** School of Education and Childhood-Centre for Academic Research in Internationalisation Leeds UK

The non-random selection of these critical cases was determined by existing and emerging teaching and learning collaborations between the Dublin School of Architecture with TUD and WU. In terms of IoC research the two mainland European universities are engaged in a process of further developing the international dimension of their curricula (Windesheim, 2013; Darmstadt, 2014), while the advanced research into internationalisation and IoC carried out at LM has been recognized as ground breaking (Beckett, 2008).

(Appendix A: Comparative profile of selected universities)

Mindful of the common ground that exists within the pedagogical methods used in architectural education even across different cultural and linguistic contexts (UIA, 2011), the research involved colleagues from the disciplines of industrial/product design and the humanities as well as architecture to gain a wider perspective on the transnational world of practice.

3.4. Data Collection Method

Data was collected from a series of exploratory semi-structured interviews which invited open ended responses.

3.4.1. *Exploratory Semi-Structured Interviews*

Interviews, “*as sites for discourse and social analysis*” (Tierney & Dilley, 2002, p. 454), were held with international colleagues as a justified method to intellectually engage with the construct of IoC and to explore the development of new pedagogical approaches and innovative curricula. As questionnaires limit deeper exploration of complex human experiences (Gillham cited in Cunningham, 2010:59), this method was not considered suitable. Semi-structured type interviews, defined as having “*topics and open ended questions ...written but [where] the exact sequence and wording does not have to be followed with each respondent*” (Cohen et al., 2011, p.421) were deemed the appropriate method for data collection. It is argued semi-structured interviews are useful to investigate the meaning of a phenomenon in depth, to develop insight and understanding and when extended responses are required (Cunningham 2010). Exploratory semi-structured interviews are intentionally heuristic: the researcher seeks to develop a hypothesis. Oppenheim (cited in Cohen et al., 2011:412) points out that the emergent working hypothesis may be based on limited evidence but provides a starting point for further investigation.

3.4.2. *Interview Topics, Question Format and Response Type Invited*

Structure and topics. The interviews were structured to gather data on the different approaches adopted at the different universities to internationalising an architectural curriculum and the effect, if any, of the process on teaching arrangements in the architectural design studio. The topics and issues for discussion were determined in advance developed from the research question, sub-questions and literature. An ‘interview guide’ approach allowed discretion to decide the sequence and working of the questions during the interviews, this approach is deemed to allow the discussion to remain situational and conversational.

Each interview was structured around three main topics

- The skills, knowledge and awarenesses needed for professional architectural practice in a transnational world
- The concept of IoC
- The influence of IoC on teaching arrangements in ADS which are intended to prepare students for work in culturally and linguistically diverse contexts

Question format and response type. Twenty-six experience and knowledge-based questions included sixteen open-ended questions: a question format that adopts an indirect approach which it is argued produce frank and open responses (Cohen, Mannion, & Morrison, 2011) The format allows the participant to elaborate as desired. Prompts were used to clarify topics, questions and any linguistic issues: probes were used to elaborate or investigate the deeper meaning of a particular or unexpected answer.

(Appendix B Interview question guide)

3.4.3. *Participants*

Purposive sampling was used to select the participants who were deemed to have in-depth knowledge, to provide insight and increased understanding of IoC by virtue of their professional role, expertise and/or experience. Initial selection and contact with the participants occurred ahead of the interviews in collaboration with international colleagues.

Five exploratory interviews (TUD:2; WU:2; LM:1) took place on the different campus between November 2013 and February 2014: each lasted formally for approximately one hour.

(Appendix C List of Participants)

3.5. Coding and Content Analysis

In terms of reliability, it is argued that an interview-guide approach increases the comprehensiveness of the data, making data collection “*somewhat systematic for each respondent*” (Cohen et al., 2011, p.413). A weakness in the approach is the discretion the interviewer has when working the interview which can lead to salient topics being inadvertently omitted, and so reducing the comparability between responses. During the interviews a balanced approach was adopted that adhered generally to the interview guide while being open to discussing unexpected topics and emerging themes.

An open-ended response mode yields nominal data for analysis that arguably reduces interviewer bias. The word data gathered during the interviews formed the basis of the analysis, interpretation and report. Each interview was audio recorded and fully transcribed. The text was then analysed through a process of coding and content analysis.

3.5.1. Coding the Data

Coding is defined as “*the process of breaking down segments of text data into smaller units*” (Cohen et al., 2011, p.561). Flick notes the aim of coding is for categorizing and/or theory development: “*the more or less strictly sequential analysis of the text aims at reconstructing the structure of the text and the case*” (2009, p. 306). Ten coding categories were derived in advance of the analysis (pre-ordinate categorization) using key concepts contained in the research question. These were i) culture; ii) context; iii) the transnational world; iv) IoC; v) the architectural curriculum; vi) professional practice; vii) teaching arrangements; viii) knowledge, ix) skills; x) cultural awareness.

Each transcribed text was coded on a systematic line by line basis. Codes (category labels) were assigned to pieces of text, and arose from the data responsively (not pre-ordained). In the early stages of coding over 100 codes clustered around the ten coding categories producing a very fuzzy diagram (Figure 3.1). Through an iterative process, some codes were refined, others were conflated, and a shallow hierarchy of codes was created.



Figure 3.1. A fuzzy first coding diagram

A diagram of the categories with codes and sub-codes attached helped identify the frequency of particular concepts, patterns of combinations, areas of overlap between categories and the emergent themes. At this stage the core categories were identified: those categories which best hold together all the other categories, are the most important, the most salient and which are central to the integration of the theory. (Strauss, 1987).

The three core categories were analysed as approaches to internationalising the architectural curriculum for professional practice in a transnational world based on i) teaching approaches set in cross-national contexts; ii) teaching approaches set in cross-cultural contexts; iii) teaching approaches that align institutional policies of IoC and Graduate Attributes.

3.5.2. Content Analysis

Content analysis is defined by Weber (cited in Cohen et al., 2011:559) as “a process by which the many words of text are classified into much fewer categories”. Content analysis “takes texts and analyses, reduces and interrogates them into summary form through the use of both pre-existing categories and emergent themes in order to generate... a theory” (Cohen, Mannion, & Morrison, 2011, p. 564).

The transcribed data was analysed, interrogated into summary form using the core categories and emergent themes and verified in accordance with Flick’s (2009) *General Content Analytic Process Model*. The core categories, the analytical units, were firstly

defined through the coding process; the relevant passages of text “*that transport the content*” (Flick, 2009, p. 326) were paraphrased; through an iterative process paraphrases were generalised at the intended level of abstraction; the data was then reduced initially by the selection and deletion of paraphrases which were not seen as substantial on the new level of abstraction (the first reduction); paraphrases with identical issues were then summarised and bundled into one paraphrase (the second reduction). The new statements were assembled in the new category system which was then continually reassessed against the original material to check that ‘context-groundedness’ (external validity) was retained. (Cohen et al., 2011, p.567) The report was then written up.

3.5.3. A Working Hypothesis

At this stage on an evidential basis only (internal validity) speculative inferences were drawn about a dynamic relationship between the three thematic formations and the process of hypothesis generation began.

3.6. Ethical Considerations

Approval was received from the DIT Research Ethics Committee (REC) prior to the interviews. The issue of English language competence among the participants was a matter of concern for the REC (Appendix D): this did not eventuate. The research was conducted in accordance with The Code of Conduct of the Royal Institute Architects Ireland (Appendix E).

An information sheet explaining the purpose of the research was issued in advance to the coordinating participant at each university (Appendix F). The consent form was discussed with the participants prior to the interview: matters of privacy, confidentiality, data protection, storage and disposal were addressed. Participants were thanked for giving their time and advised of the freedom to withdraw from the process at any stage. (Appendix G).

This report is not intended for publication. The topic of internationalisation can stray into contentious territory, when the different cultural groups present in the architectural

programme are discussed. Many of the participants were not using their native language during the interviews and were speaking openly and in confidence.

3.7. Limitations and Delimitations

3.7.1. Limitations

To ensure completion within an academic year the sample size was limited to three cases. As the research participants all self-selected and agreed to be part of the research process, personal bias and subjectivity cannot be checked.

3.7.2 Delimitations

The study is delimited by the small number of people and institutions involved and based on this scale there is limited transferability and depth. The research has been conducted in the knowledge that it does not represent the wider population: the aim of the thesis is to generalise a theory and be a starting point for further investigation.

The Dutch and German universities do not charge fees for international students and this limits comparability with DIT.

The participants involved agreed to participate and likely represent enthusiastic individuals.

The research is delimited by the choice to interview teaching colleagues. The exclusion of the student voice is purely a result of the limitation of time.

CHAPTER FOUR

Data Analysis and Presentation of Findings

To protect the identity and privacy of the participants, Participant A, B, C, D, E and F are used to identify contributions. A word highlighted in **bold** is used to indicate particular emphasis by a participant. The use of ... indicates a pause in the participant's response.

4.1. Introduction

“We live in a global world now, we are having to cross these boundaries, we are having to deal with lots of global issues” (Participant F).

This quote from Participant F summarises the transnational world, making reference to movement, boundary crossings and global urgencies. The internationalisation of education is evidenced at Technische University Darmstadt (TUD) by a high percentage of international students (24-25%); by various international modules conducted through English at Windesheim University (WU) and less formally by a large world map in the corridor at the School of the Built Environment WU where coloured pins signify the countries of origin of students.

The research findings were analysed in the first instance to determine whether the internationalisation of HE has affected teaching arrangements in the architectural design studio. It is concluded the process has affected and will continue to influence teaching arrangements in the ADS curriculum.

In the second instance the data was analysed to identify the effect the purposeful institutional approaches and policies on IoC adopted have had on design studio pedagogy. On reflection the core themes that emerged from this analytical process were not surprising; the main teaching approaches adopted mimic the processes of the transnational world towards which IoC policy is directed. What was surprising was the different emphasis, hierarchy and argued merits placed on the different approaches in the different contexts, demonstrating the importance of local context in the internationalising process. Across the three cases it was agreed that the purpose of the

construct is to prepare students for a super-complex world with the competence necessary for professional life in culturally and linguistically diverse contexts.

The different teaching approaches and policies adopted for IoC are inferred are:

1. An approach to IoC based on cross-national formations
2. An approach to IoC based on cross-cultural formations
3. An approach to IoC based on cross-policy formations between IoC and Graduate Attribute policies.

4.2. The Value of an Approach to IoC based on Cross-National Formations for Internationalising the Architectural Curriculum

“And naturally because our horizon does not stop in Germany” (Participant A).



4.2.1. The Practice of Architecture and Globalization

The assuredness captured in the observation by Participant A, that knowledge creation cannot be constrained within national boundaries summarises the epistemic importance placed on the process of IoC at the Faculty of Architecture TUD. Cross-national epistemic collaboration was vividly exemplified at the School of Engineering and Design WU:

We know of design offices, and they are just the few ones...and they have a place in (participant E lists different world cities) and they work in teams around the clock and the team is not centred in one position.

They move the people around, they have special houses for the workers...check in-check out and you station every three months somewhere else (Participant E).

The participant acknowledged that this model of cross-national design practice is at the leading edge of professional practice, but it is prescient. It was predicted that such cross-national collaborations are inevitable: *“there will be a lot more partnerships with people visiting from each other and working as a colleague company for a while”* (E).

The pulse of movement and territorial change described in this exemplar of contemporary design practice echoes an observation by Participant F on the nature of work in a super-complex world: a world and a world of practice that is constantly changing (F).

Architectural practice has its own global complexion. The economic, professional, competitive and personal reasons that motivate graduate (and established architects) to work in international contexts are familiar and held in common. Cross-national mobility can occur through economic compulsion, acknowledged at TUD: *“We educate far more people as our national [German] market can support. I would say a certain amount of students are forced to go abroad later on”* (A). Personal and/or professional choice also motivates graduates to work in cross-national contexts, for example a shortage of qualified mechanical engineers in Germany is replete with Dutch design students who cross the border and benefit from fulfilling and well paid work (E). For Participant B, global competition among international firms searching for the best graduates is a key reason for cross-national professional mobility: *“I think this is the reason our students go abroad; the employers are looking for something they call especially German”* (Participant B). This is a salient observation as it encapsulates two opposing forces of the globalising world-the push-pull between national and global interests. This tension between local and international interests also manifests itself in the process of IoC.

Conditions of compulsion, choice and/or competition each affect the world of architectural practice. These phenomena coalesce in the international competition for architectural commissions, a condition that has intensified with a globalising market. In this transnational context of professional practice, cultural awareness, an ability to work collaboratively and skilful communication are necessary competences, captured in the description of national architectural practice by Participant A:

Another thing is the architectural offices here [in Germany] are doing, well they have to compete with other architectural offices world-wide on the market and they also do projects worldwide.

And so if they are working in a team...they do a project in Dubai, India or wherever or China they have to be able to respond to the different cultures (A).

4.2.2. *The Rationale for and Purpose of Internationalising the Architectural Curriculum*

As globalising patterns transform professional practice, it is tempting to assume the architectural curriculum is already internationalised, indeed has had an outward focus for some time. International study trips feature in the ADS curriculum in many universities, acknowledged by Participant C where the equating of IoC with international mobility in the architectural programme is explicit:

Actually I think I assumed our scope was quite international already. So if this [IoC] is something only of the last few years I am actually a bit surprised.

When I studied there (TU Delft) 20 years ago...we had students from abroad and students who studied abroad. We had excursions abroad and so it was quite common actually! (Participant C)

In each of the cases the explicit purpose of IoC is to prepare students for the cross-national and cross-cultural contexts that disciplinary practice operates in. At TUD Participant A was unequivocal about the intention behind internationalisation of architectural curriculum: *“that would be the main aim for putting our efforts into that [IoC] because we want to be able to educate our students in the best possible way to prepare them for future practice”* (A). Similar future-focused ambitions were articulated by Participant C where the process of IoC was understood in terms of student competitive advancement, to address *“the future perspective of our students...in terms of employability”* (C). This rationale for IoC is familiar and is set within the knowledge-economy and learning society discourse on the purpose of the construct. However, at the Dutch university the emphasis on enhancing employability is also coupled with a citizenship agenda: *“I know there is a policy for the whole Windesheim where they want...or they intend to make... global aware citizens out of our students”* (C). Participant C did however express concern at the lack of epistemic ambition in institutional policy on IoC: *“and what we probably miss in this policy is the possibility of the exchange of knowledge.”* That was an unexpected and surprising observation.

4.2.3. *Teaching Approaches based on Cross-national Student Mobility for Internationalising the Architectural Curriculum*

Teaching initiatives structured around cross-national mobility emerged as the **main** method for implementing IoC in ADS in the two mainland European cases. An inventory of the formal pedagogical strategies developed include: the *Bachelor Plus* architectural programme at TUD (a year of study/internship abroad); formalised teaching exchange partnerships; student mobility programmes; international modules taught through English; optional bi-lingual practice in ADS at TUD and cross-national teaching/learning collaborations.

4.2.4. *Skills Knowledge and Awarenesses Developed through Cross-national Student Mobility*

At TUD it was proposed that the experience of navigating an unfamiliar environment abroad can help develop a cluster of graduate attributes that include cultural awareness, resilience, criticality, creativity and open-mindedness. These aspirational pedagogical outcomes validate the priority placed on cross-national mobility at TUD: *“This is why we tell our students that we think everybody should be able to do that [go abroad] at least once during their studies, either they do an internship or they study abroad”* (A). Cross-national student mobility is also strongly advocated at WU as the most effective way to move towards IoC - *“Send them abroad! Because that is the key here!”* (E)

Learning outcomes. Amassing work and life experience in other countries was posited as an ideal method to develop intercultural awareness, identified by Participant A as an essential competence for a transnational world:

I think they need to be trained in inter cultural kind of training, ...**awareness** is a better word. This has to be developed over their time of studies and the best thing to develop that is to give them a chance to be abroad during their studies, so they not only experience a different teaching culture they also experience a different culture and are forced to reconsider their own cultural background (A)

The presumption that cultural awareness encompasses pedagogical, behavioural and national culture explicit in Participant A reasoning is salient. The espoused potential of experience in other cultural contexts to develop reflective practice is matched by

expectations that the opportunity supports intellectual resilience and a form of creativity:

They really are involved and entangled with different types of needs...they are forced to organise themselves in a different country. Everything that is needed to be done! That they are flexible enough, that they are able to deal with their fears and so...yes flexible thinking, flexible responding! They develop a creativity in basic day to day life (A).

Given the perceived academic value attributed to cross-national mobility at TUD the optional nature of the experience troubled one participant who strongly advocated making cross-national mobility a mandatory curricular requirement:

We have to say “**you have to do it!**” So you open the mind for something that’s maybe far [from] the personal interest. So they see it’s interesting and it makes them rich, more richer than if they would stay here (B)

The value of cross-national mobility to nurture an open-mind and sense of curiosity was reiterated at WU where these two particular attributes were identified as perhaps the “*most important*” (C) qualities for contemporary architectural practice. Participant C was equally unequivocal about the relationship between cross-national experience and developing critical thinkers: “*I think [it is] really important to have this open mind...So this open mind and this questioning and I think [it is] really important to work in other environments than only the Dutch environment*” (C1).

Challenges to a teaching approach based on cross-national student mobility. However, a gap exists between valuing an approach to IoC based on cross-national mobility and embedding the pedagogical strategy in the curriculum. At WU a disciplinary oddity was described - architectural students are less likely to opt to study/intern abroad than their colleagues in other Built Environment programmes:

That’s a problem for us [Architecture]! From the whole technical department, it’s ok! But if we focus on architecture, it’s only a few students who study abroad, and we would like to have them [do that] more (C).

At TUD while students acknowledge the need to gain experience in other contexts for their professional advancement, Participant B observed the perfunctory nature of the activity for many students:

Every reason [to go abroad] may be good but the reason - ‘to see something I don’t know just yet’- is a little bit **too rare** in my opinion.

I would like to prefer that this form of... **curiosity** would be more **normal** thing to our students (B).

Ways to change this situation, to encourage more architectural students to go abroad with a clear idea of why and what they hope to learn, was teased out during one exploratory interview at WU. The discussion highlighted the inherent advantages of constructivist teaching methods embedded in the ADS curriculum to the process of IoC: the every-day personal encounters that happen at desk tuition, provide space and time to discuss the disciplinary value of international experience.

Talking about internationalisation, talking about interest of student [to go abroad] on a personal level, I think that appears to be very **effective** in trying to... to broaden the scope [of the learners].

I think that appears to be very important if you want to create these global citizens (C).

This observation by Participant C points to the potential of the ADS curriculum to develop the academic and ethical dimensions of architectural education alongside an educational agenda that aspires to prepare graduates as disciplinary experts and socially responsible global citizens.

4.2.5. Teaching Approaches based on Cross-national Exchanges and Partnerships between Teaching Academics for Internationalising the Architectural Curriculum

Developing and expanding cross-national exchange between teaching academics as a component of IoC policy is prioritised at TUD. Teaching exchanges are ideated as a pedagogical strategy which improves institutional quality:

What we are trying to do now is to work more strongly with staff mobility of Erasmus programme...because we think it would be helpful that they [teachers]go abroad and teach somewhere else. It would be very fruitful for our home university (A).

Employing, or inviting academics from outside Germany to teach is viewed as an effective, expedient and straightforward approach to internationalising the architectural curriculum. It was posited these international colleagues inevitably bring a different perspective and an international outlook to their teaching practice: “[They] have the awareness that it is absolutely necessary to work in a more international context and

they support these [internationalising] efforts at the Faculty” (A). This teaching approach ensures a form of quiet but embedded cross-cultural awareness develops in the studio teaching space (A).

At the discussion another advantage of the ADS curriculum for the internationalising process emerged; the range of teaching methods and flexibility in the programme support on-going sustainable teaching exchanges where teaching outputs can range from a one-day lecture/workshop/studio critique to a three-week design studio project. Participant A was insistent on two conditions for sustainable exchange; that teaching exchanges should develop gradually and that the judiciously selected teachers should have a formative and summative role in ADS assessment:

I would say select very carefully your partners. That you say you want to have more exchange on a regular basis, on the ‘crits’ during the semester.

That is what we often have, that we invite, not just at the end but at the mid-term [review], other people to come in and join the project (A)

4.2.6. *Challenges to a Teaching Approach based on Cross-national Academic Mobility*

Resourcing. The misalignment between institutional aspiration for cross-national exchange and realisation of this aspiration was discussed at TUD. Despite the strategic emphasis placed on teaching exchanges for internationalising the architectural curriculum, many of the initiatives rely on the motivation and effort of a few enthusiastic individuals. The presence of non-German academics at mid-term or end-term project reviews is sporadic and occasional: *“We have that ...only if the professors invite people individually, if they think it is valuable...otherwise it doesn’t occur or it doesn’t take place” (A).*

This contradiction between policy ambition and implementation of IoC exemplified at TUD results from competing logics: between teaching/learning needs and economic strictures when managing limited teaching resources. The tension between these opposing priorities was explicated by the participant:

The Chairs of the programmes don’t really like the idea of sending their Assistant professors away.

The problem is that if you send people away, there would be a lack of people here...I think if it is one week it is not a problem but if it is longer it might be a problem (A).

The outcome of this dilemma means these important cross-national teaching exchanges at TUD operate peripherally, informally and outside of the main lecture time. (A)

The tension between strengthening local pedagogical identity and internationalising ambitions for IoC. The aspiration to engage more international teaching staff as part of the curriculum change process is jostled by another dilemma: how to engage with cultural, pedagogical, linguistic and epistemic pluralism while maintaining identified institutional strengths? A description of the *Darmstadt Model*, a constructivist teaching method based on collaborative learning, teaching and assessment practice, explicates this conundrum:

This [the Darmstadt model] is kind of what is especially here to Darmstadt.

Every professor who is coming to Darmstadt who is not fitting to this [teaching method] will leave after some years because it's our principle of a collective identity of this school (B).

This revealing observation on 'fitting in' was reflected on at length after the interview before interpreting this unsettling finding. (Chap 5)

4.2.7. *Critique of Cross-national Mobility as an Approach to Internationalising the Curriculum*

The complexity of the issues involved in internationalising the architectural curriculum was quickly established by a series of semantic questions raised at the Dutch and German universities: "*How international is international?*" (E) "*What do you mean by internationality?*" (B)

These philosophical musings register the challenges to constructed notions of national identity and culture in a globalising era, a phenomenon summarised by Participant F: "*In a way you can be a UK national and you know there is tremendous difference kind of encompassed within that as a result of globalisation*" (F). The epistemic potential in the resultant **national** cross-cultural learning space is a rich and sustainable resource

that Participant F argued should be harnessed for global employability and global citizenship.

It appears axiomatic that in a culturally diverse society, the necessity of cross-national mobility to develop learner attributes of cultural awareness, critical thinking and reflective practice is diminished. Differences however in this reasoned argument divided the cases clearly between the English context and the mainland European contexts. All participants at the Dutch and German schools were adamant that cross-national mobility is essential to develop cultural awareness; Participant F was not so convinced: *“I’m an old cynic really; about you know international experience fostering intercultural understanding!”* This position was justified in terms of realised learning outcomes:

I am a great believer in sustained contact, reaches below the surface, between individuals or groups of equal status with common goals.

And if you think about a lot of international volunteering or study abroad, they don’t actually fulfil those four criteria (F).

4.3. The Value of an Approach to IoC based on Cross-Cultural Formations for the Architectural Curriculum

“So that step by step we need to be a little more transparent for other cultures”
(Participant A)



4.3.1. *The Centrality of Culture to the Process of IoC*

The consensus across the three cases on the centrality of culture to the process of internationalising a curriculum is represented by participant A's dictum that opens this section. A number of cross-cultural teaching approaches have been activated at TUD and WU. Many of these cultural exchanges are nested within cross-national approaches as pedagogical hybrids.

4.3.2. *Teaching Approaches based on Cross-Cultural Group work for Internationalising the Architectural Curriculum*

It can be presumed that the architectural design studio environment is a good place to engender cross-cultural understanding. The opportunities for knowledge exchange, for debate, to discuss a colleague's design, make clear the epistemic potential of the studio environment. These qualities were eluded to by Participant A when describing the 'vertical studio' at TUD: a variant of ADS physically expressed in the vertically connected studios where students self-organise:

It [the vertical studios] started in the sixties. The students themselves they say that, if you ask...where they learnt the most, they say it is in the vertical studios.

Because they sit on the tables and discuss with fellow students and listen to what other people are discussing and its twenty-four hours... This is why it is so intense and so fruitful (A).

It appears however this studio culture, rich with discursive exchange and informal peer to peer learning, is more accessible to some students than others:

[In the studio] Chinese group together. The others try to get integrated but since we don't have a teaching studio place for each student, it's much easier for German students to get into these networks... Sometimes it's harder for them [the international students] to get the best working spaces in the area (A).

Internationalisation of the architectural programme is affecting teaching arrangements, unsettling the habits, everyday practices, common understandings and expected behaviours in the architectural design studio curriculum. The design review, or 'the crit' ideated as a democratic and collaborative teaching strategy was revealed as sometimes culturally conflictual:

So we gave them [two male Dutch students with N. African background] feedback and what happened? The two female tutors just couldn't get to them! Couldn't make connection! But the moment the male lecturer stepped in... it was accepted (D)

A similar phenomenon was articulated at TUD where the role of the tutor at desk tuition has been challenged by different cultural expectations: *"It does arise now and then, not only with people with Islamic background but also from China sometimes that they had trouble with female tutors"* (A).

Other habits, other everyday practices, common understandings and expected behaviours are now being expressed in the design studio. As a consequence, the desired cross-cultural learning is lessened as different groups mark out territory in the studio space. These discreet groupings were contrasted to the image of bustling international learning idealised in TUD promotion material: *"If you see these nice pictures on our website with one Chinese, one Arab, one German student... this is not the reality we see it here in the house [studio]"* (B). Both participants at TUD argued this phenomenon, (theorised as voluntary social segregation by Participant F) affects **all** students learning, as the potential for knowledge creation and developing higher order thinking through exchange is diminished: *"I think the exchange of the communities, of the foreign communities is not as good as it should be... to open the minds of the other students"* (B).

The radical student-directed culture that initiated the ‘vertical’ studio model almost fifty years ago at TUD is now challenged by the now radical forces of internationalisation and globalization.

In this context cross-cultural group work is a teaching strategy that aims to use the cultural diversity within the student cohort to develop cross-cultural awareness and support critical thinking. A number of formalised approaches were discussed during the interviews and are briefly reported here; Appendix H provides more descriptive content on the strategies.

International minor modules. International modules taught through English have been developed at under-graduate level at The Faculty of the Built Environment WU. The experience of cross-cultural/cross-national group work in these modules highlights the important role of the design studio tutor in facilitating epistemic exchange, developing critical thinking skills and encouraging peer learning:

So I kind of, can emphasise that the students, the Romanian students, bring **this** in. So we can refer to their drawings.

But we also see that the Dutch students **see that**...If it is going to mix, at least we are there...we can highlight these things (D).

Learning outcomes from such group work include developing collaborative working skills and cultural awareness: “*You learn to work together with people more. You know you should **not** be late with a German! But it’s OK! It’s perfectly fine to walk in a little bit late in Italy!*” (E). The exchange collaborations also develop disciplinary expertise:

For example, in Belgium they are far better at modelling out of physical modelling and drawing by hand than we [Dutch] are. **Far, far better!** But we are better by thinking things out in advance.

And it’s very nice to have those interacts! That is the whole thing in the exchange (E)

Cross-national field trips and comparative case studies are curricular components of these international design modules when the cross-cultural student cohort together with their tutor’s experience other design and cultural contexts together. The experience of cross-cultural group work in the international modules at WU was observed by Participant C as formative, although difficult to prove quantifiably in terms of long-term

learning: *“You don’t know what would have happened if he wasn’t, this student wasn’t working together with a foreign student, well how would he develop then? You can’t show the alternatives!”* (C)

Cross-cultural ADS Assignments and Research. In some schools of architecture locating design studio assignments in international contexts is an established teaching practice. This strategy aligns with the understanding that an internationalised curriculum should engage students with internationally informed research. At the Faculty of Architecture TUD, a longitudinal comparative inquiry into European housing typologies is a good example of a hybrid cross-cultural formation where pedagogical, geographical and cultural boundaries are crossed simultaneously: Bachelor and Masters students work together in different countries exploring different behavioural cultures as expressed in dwelling patterns.

It was posited by Participant A that this form of cross-cultural enquiry-based research with clearly defined outcomes/outputs can develop cultural and social awareness: *“I think those types of projects developed over a certain period of time and then put into a book or an exhibition, can evoke a lot of awareness to...different approaches to housing and to cultures”* (A). The international research develops disciplinary expertise as students must engage with other building control regulations, technological systems and the historical context of linguistically diverse contexts.

Comparative cross-cultural design projects were advised at WU as one method for internationalising the ADS curriculum to prepare students for professional practice: *“Do more projects abroad so you be aware when you have to dive in, to what’s common in another country”* (C). The commonalities in disciplinary professional practice even in a transforming cultural landscape is an important aspect of internationalising the architectural curriculum that Participant C captured in this advice.

The Carousel. The carousel is a circuit of cross-institutional, cross-national and cross-cultural group work. The model **periodically** exposes students and teaching academics from the **same** disciplines to different pedagogic cultures where they can *“enjoy the strengths of the other School[s]”* (E). This teaching approach to IoC operates successfully well at WU where the experience highlights comparative differences in pedagogical approaches to disciplinary teaching across different contexts, for example

in Spanish schools of design where “*they are **far** more into the art kind of thing*” than in Dutch design schools (E). The teaching method is seen as preparing students for future practice. As different cultural habits and behaviours present themselves during the carousel, the groups must cooperate to creatively accommodate these different characteristics and change normal practices: “*In Nantes for example we had an exhibition instead of presentations, because Dutch people they fall asleep if you give them one morning of presentations, they are **not** interested!*” (E) It is salient during the module, the home school directs the teaching method, although as visiting tutors are involved in teaching the ‘home’ students are exposed to other pedagogical methods: “*so our Dutch students get the **very** French [architect] working there as lecturer, as coach, as teacher...He has other experiences and brings in a very good idea!*” (E)

As the organisational burden is shared; the carousel is an efficient, sustainable and effective low cost model where visitors are facilitated to access local knowledge and professional networks: advantages to the approach cheerfully summarised by Participant E: “*So basically we get to do more exchanges with less work!*”

International Summer Schools. The carousel model can be contrasted with the International Summer School at the Faculty of Architecture TUD: a two-week high-profile international research forum during which vital post-critical issues of energy, resource management, habitation, technology and architectural sustainability are researched. Activating this model of cross-institutional, cross-national and cross-cultural group work is however onerous described by Participant A: “*they are such a big effort with such high financial costs.*” Although the participating number of students is relatively small (40 students from 5 universities) the quality and relevance of the research outputs from the forum provide academic eminence to TUD as research results are disseminated to the wider transnational disciplinary and academic communities.

Remote/virtual cross-cultural group work: The understanding of an internationalised architectural curriculum as one that engages critically with the global plurality of the sources of knowledge can be activated by linking local and global knowledge through web technologies. This method was briefly discussed in the mainland European cases: existing and imagined on-line epistemic exchanges in ADS include cross-national on-line collaboration in the Architectural Communications module at TUD and blended

approaches at WU that combine physical and remote exchange during the carousel: “*I think of course you can combine things...if you have the ‘carousel’ going on because we have video classes, and the Skype*” (E). Using software applications as a teaching approach for internationalising ADS was imagined by Participant D:

I can imagine...where you educate the students on kind of Dutch method of approach to designing, and technical construction of a façade.

What if you had your Spanish colleague in Madrid doing the same? So there is this kind of comparative... one from Iceland, one from Holland, one from perhaps even Greece.

The full possibilities of information/communication technologies for internationalising the architectural curriculum wait to be imagined.

Cross-disciplinary group work: Teaching approaches based on cross-disciplinary group work is an intrinsic part of the process of IoC at TUD that aims to develop skilful communication, collaborative working, cross-cultural awareness and critical thinking:

The university believes it is better if they face interdisciplinary team work very early on in their studies [to] be open-minded for other ideas and other skills of other disciplines throughout their studies.

It gives an insight as well for open-mindedness but on the other hand to be aware of their own discipline (A).

Cross-disciplinary formations have been activated between the Faculties of Architecture and Sport and the Faculties of Architecture and Medicine where the group work is monitored by TUD’s didactic centre. Students receive continuous feedback during the one week, intense and highly visible cross-disciplinary collaboration. Demonstrable learning outcomes include improved communication skills, successful collaborative working and enhanced student confidence:

That was really successful, the students they came out of it...and they were very happy they could work in such a big group... they lost their fear of addressing people, they lost their fear of presenting their ideas (A).

It is salient that the disciplinary exchanges occur beyond the usual constructed boundaries of the built environment and design disciplines. Movement across and

between the Sciences, the Humanities and the Arts validates this approach for internationalising the architecture curriculum to prepare students for working with different cultures and other disciplines in a transnational world.

Mundus Urbano: The counter-hegemonic/radical discourse on IoC that emphasises ethics, social justice and an inclusive world is evidenced in the trans-disciplinary Mundus Urbano MSc programme at TUD where a broad transnational cohort “*deal exactly just only with these kind of topics...How do you deal with poverty? How do you deal with... lack of infrastructure?*” (A) As a paradigm for an internationalised curriculum this programme is prescient: it crosses multiple boundaries within and across cultures; demonstrates changes in power structures where students and academics co-construct knowledge and facilitates learners to have a directive role in the curriculum change process:

The [Master/international] students on the programme complained that they had no contact with our regular [Bachelor/home] students so we opened it up.

So now they can do seminars together so our students are exposed to these topics [active global citizenship, lack of infrastructure, social justice] (A).

Critique of cross-cultural group work. Participant F urged caution in making assumptions about the effectiveness of cross-cultural group work as an easy strategy for internationalising the curriculum:

Of course one of the big issues for us was multi-cultural group work in this country. Getting students, you know diverse students and saying ‘All right! As long as I have a group, a multi-cultural group and I give them an international case study and almost say consider from your own cultural view point, that’s it-job done! I’ve internationalised the curriculum.’ But it wasn’t working! (F)

A further contradiction was identified by Participant F between aspiration for learning and actualisation. While cross-cultural group work is intended to develop skilful communication, personal resilience and reflective practice through exposure to alternative world views a conundrum is presented:

And I thought...well we put them in these groups to try to develop those capabilities but for the group work **to work**, they need those capabilities in the first place! (F)

To solve the puzzle an approach focused on student narratives and experience was proposed by the participant: *“We need to tap into the passion to be effective, not the international domain. Just say...what do you feel passionate about? What are you really interested in?”* (F) This pedagogical approach is noteworthy as it aligns with counter-hegemonic and radical discourse on IoC where teaching strategies centre on analysing concepts against a student’s personal experience.

A somewhat similar teaching method was advanced at TUD where a pluralist approach to cross-cultural group work, that values the subjective creation of meaning and the existence of multiple co-existing objective realities, was proposed:

You have to see the both; you have to see the general problem of every student, of every Turkish student, of every Finnish student and you have to see the individual. And so you have to get these...aspects matched in a special way (B).

4.3.3. Pedagogical Challenges to a Teaching Approach based on Cross-cultural Formations for Internationalising the Architectural Curriculum

The centrality of culture and the value of exchange across different cultural traditions to the process of IoC is evident from the research findings. Yet this teaching approach also causes tension: how to engage with cultural pluralism, such as with different pedagogical approaches, while maintaining valued institutional identity and strengths? The dilemma initially emerged at TUD where it has been observed that students from different pedagogical cultures are more successful when: *“let’s say, they Europeanised, they gotten more to our culture of learning”* (B).

Clear institutional identity has pedagogical and competitive advantages in a global educational context where internationalisation is argued as an imperative for survival. At WU the tension between strengthening local pedagogical practices and the internationalising process was however ideated as a creative force that can develop institutional identity and advance disciplinary knowledge:

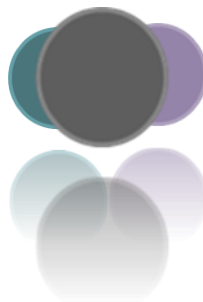
It can be really interesting to point out that if you are more internationalised as an institute... it gives you the opportunity at the same time [to] be more aware of...your local identity, your local strengths (C).

4.3.4. Skills Knowledge and Awarenesses Developed through Cross-cultural Formations

A cluster of skills, disciplinary knowledge and cross-cultural awareness which aim to prepare students to interact professionally in culturally and linguistically diverse contexts are developed through teaching approaches based on cross-cultural formations. The findings conclude: cross-disciplinary knowledge, cross-cultural communication skills; personal attributes of resilience, confidence and curiosity; higher order thinking skills and reflective practice; collaborative working skills, peer to peer learning and disciplinary expertise were noted as learning outcomes. The coincidence between these competences and desired graduate attributes is significant.

4.4. The Value of an Approach to IoC based on Cross-Policy Formations between Institutional Policies on IoC and Graduate Attributes

“Preparing students for jobs which may not yet even exist in super-complex futures” (Participant F)



4.4.1. The Theorised Link between IoC and desired Graduate Attributes

The correlation between the skills, knowledge and awarenesses developed through a process of IoC and desired graduate attributes emerged during text analysis. The findings show that learning outcomes from teaching approaches based on cross-national and cross-cultural formations include critical and higher order thinking; reflective practice; developing curiosity and open-mindedness; cross-cultural awarenesses; collaborative working skills; communication skills, confidence building, resilience, and disciplinary expertise.

It is concluded that aligning teaching approaches to IoC with the integration of graduate attributes into a programme of study presents an opportunity to consolidate two strategic HE policy agendas. This productive exchange was proposed by Participant F:

So this in a way is where the graduate attributes are useful because that [IoC] is then focusing on student dispositions, openness, responding to different world views, all this kind of thing... criticality (F).

4.4.2. *The Academic and Ethical Dimensions of Internationalising the Architectural Curriculum*

The academic and ethical discourse on civic responsibility, social justice, active global citizenry and ethical professional practice is located in the counter-hegemonic/radical interpretation of the purpose of IoC. During the data gathering process at the mainland European case studies, participants were asked whether they considered these appropriate concepts to be integrated into the ADS curriculum. Participant A was unequivocal: *“I think it’s very natural that you would address these issues, if you wouldn’t do it you wouldn’t educate them in a way that they could face it later on, I mean you have to!”* (A) Participant C was less categorical and distinguished between disciplinary practice and social/ethical imperatives:

I think if you have the idea of creating students who are aware of their global responsibility in the world, I think it is very **wise** to reflect on their actions in the design studio and to put them in a broader perspective...sometimes... not all the time!

I think [our] main purpose is to teach architecture (C).

4.4.3 *The ADS Curriculum as a Learning Space to develop Graduate Attributes through a process of IoC*

The exploratory interviews began with a question about the main skills needed by architectural graduates for professional practice in a transnational world.

At the School of the Built Environment and Transport WU an *“open mind and...an open and analytical research style of approaching an assignment”* (C) were prioritised. Enquiry-based learning through analytical and higher order thinking skills are deemed essential at the School of Engineering and Design WU: *“[students] must learn to learn the problem! Learn to solve the problem! What is needed is constant learning!”* (E) At TUD cross-cultural awareness, personal/intellectual resilience and curiosity were ideated as essential disciplinary attributes. It was posited that the architectural design studio curriculum is a space where many of these skills can be nurtured. The constructivist pedagogies embedded in the design studio develop an inquiring mind and reflective practice (Participant C) and the ‘crit’ or design jury develops academic resilience and reflective practice through the iterative design process (Participant A).

The attributes of curiosity and cross-cultural awareness were also ideated as essential disciplinary attributes for future practice. However Participant B observed that not all architectural students at TUD are so curious about other cultures of architectural practice : *“And you know they think Darmstadt is like the world, the architecture of the world is in Darmstadt and so you have to encourage them to look on the other side of the curtain”* (B). A form of architectural conservatism was also described at WU:

I think a typical thing for the Dutch is the idea that...we're the best and we know everything how it should work. And I think it's a task ...for us as teachers, to teach our students that there are many other solutions, other than the Dutch solution or what we think is right (C).

Graduate attributes of disciplinary expertise, and enquiry-based knowledge creation.

The findings show teaching approaches to internationalising an architectural curriculum that cross national and cultural boundaries help develop disciplinary expertise and critical thinking. Crossing cultural boundaries is also understood to include different cultures of making, technology and building assembly:

I think to be really able to get an idea of the own background culture in terms of technology, also you have to be aware why do people do things differently.

Why do we build this way in Germany? Why do we have certain regulations about energy efficiency and why do other countries have different problems with humidity? How do they build there? (A)

The alignment between developing disciplinary expertise, critical thinking skills and the process of internationalising the curriculum were also proposed at WU:

If you do [projects] with foreign students you will be very aware of what is typical for your country, what's typical for your own background, your own way of building, of dealing with architecture (C).

An enquiry-based paradigm of learning based on the ability to make an informed argument is a desired graduate attribute in certain contexts: at TUD a dialectical method of enquiry based on analysis, evaluation and argued proposition is the foundation of the pedagogical method. This method is perceived as part of the institutions successful identity and remains at the core of teaching even in an internationalising context:

We try to force them to take their own position and to make it clear: to find words for it, to fight for their position.

And so these are the aspects we try to give to every student, not mentioning from where he comes from but what can we impinge on him as a professional attitude (B).

The literature identifies that constructivist strategies will play a key role in internationalising curricula where comparative methodologies which identify salient similarities and differences across cultural entities are used to develop cross-national and cultural perspectives and awarenesses. This theoretical aspiration was summarised in the teaching practice of Participant B:

I would like to show there is an equidistance of very [many] different systems [denominational, political, architectural] to think about (B).

4.5. Conclusion

The learning intentions behind many of the teaching approaches to internationalising the architectural curriculum discussed at the different universities are clear: the learning outcomes and the success of the initiatives were often intuited by the participants. Implementing a policy of IoC is in its early stages at both TUD and the two schools at WU.

The findings demonstrate that a teaching approach to IoC based on cross-national mobility of students and teaching academics is prioritised at the two mainland European universities; the centrality of culture to the internationalising process is evidenced by a cluster of cross-cultural teaching approaches activated at all three cases; teaching approaches to IoC that are linked to the development of graduate attributes is prioritised at the English university.

The importance of identifying common ground across culturally and linguistically diverse contexts, the importance of local context and identity during the internationalising process and the dilemmas that surface during the process were articulated during the data gathering process. These are important findings that are interpreted in the following chapter 5 where a working hypothesis for how to internationalise the architectural curriculum is proposed.

There is clearly epistemic promise in the process of IoC to help prepare students for professional practice in a super-complex world characterised by diverse mobilities and cultural hybridity. The change process connects architectural and academic cultures

across the transnational world to exchange and advance disciplinary knowledge as this research gathering process evidences.

Through exploring the cultures of architectural production in different geographical contexts, through enquiry about equal approaches to architecture (Participant C) and through analyses of different approaches to architecture, graduates can be prepared with the knowledge and cultural awareness for professional practice in a transnational world. In summary “*that’s where the research becomes interesting!*” (C)

CHAPTER FIVE

Discussion of Findings

5.1. Introduction

The literature identifies that initiatives taken to implement IoC tend to fall into three categories; study abroad and educational exchange, learning about other languages and cultures and preparing graduates to work in the global knowledge economy (Rizvi et al., 2010; Leask 2014). The analysis of the findings supports this general categorisation. It is however concluded that these approaches do not operate as discrete activities; they are linked and interdependent. The teaching methods adopted at the mainland European universities expose students to different cross-cultural and cross-national contexts, often simultaneously, with the intention that these experiences will help prepare graduates to work in the global knowledge economy. It is concluded that the teaching approaches implemented as part of the process of IoC synchronise with the mobility of people, ideas and information *and* the complex interdependencies between these diverse mobilities that it is argued, characterise the global world of the 21st century (Ping, 1998; Urry, 2000; Rizvi, 2010).

This chapter discusses the three strategic categories adopted in the culturally and linguistically diverse cases and the theoretical reasoning behind the activities. The findings are interpreted to establish a set of guidelines for activating the process of internationalising the ADS curriculum at the Dublin School of Architecture. A working hypothesis for internationalising the complete architectural curriculum is proposed, which although based on limited evidence is a valid starting point for further investigation (Cohen et al., 2011).

It is concluded that internationalisation of a curriculum is a highly context-dependent process which emerges from disciplinary culture and where local, institutional, pedagogical and academic identity - **Our (Different) Place in the World** - is imagined as one point of origin through which many other axes of cognitive and physical mobility pass.

5.1.1. A Discussion on the Influence of Different Teaching Approaches to and Policies on IoC Implemented in Different Institutions, Different Disciplines and Different Linguistic Territories.

The case studies occurred in three different institutions, in three linguistic territories and across three different disciplinary cultures. Firm common ground was established on the purpose of internationalising the curriculum – it is to prepare students for professional practice in a context of uncertainty, rapid change and cultural hybridity.

The participants from the disciplines of architecture and product/industrial design at TU Darmstadt and Windesheim University prioritised an approach to internationalising a design curriculum based on cross-national mobility. It is salient that the discussions with the Dutch and German speaking participants were conducted through English: institutional policy on IoC supports bi-lingual teaching practice in the architectural design studio at TUD and international modules are taught through English. The approach to internationalisation at LM is noted as ground-breaking (Beckett, 2008) where IoC is now mainstream: the participant from LM argued that an approach based on Graduate Attributes is useful for IoC. Cross-cultural awareness is seen as central to the process of IoC at each of the cases: at LM the existing cultural diversity among the student cohort is ideated as the source for cross-cultural learning. To illustrate the point during the interview the English speaking participant spoke of their Spanish and Irish heritage.

It is concluded that for the process of internationalising ADS all three categories are valid: physical and cognitive mobility; cross-cultural formations and aligning disciplinary graduate attributes with IoC, where excellent communication skills (DIT, 2014) should include foreign language skills.

The literature claims imagination as essential for developing and implementing IoC (Leask, 2013), for disciplinary curriculum change (Buchanan, 2012) and for disciplinary practice (UIA, 2002; Collier, 2006; Buchanan, 2012). In this spirit the three categorical approaches are imagined as attractors (Figure 5.1) influencing the ADS curriculum across the programme of study. It is theorised that the creative exchange between, and systemic overlaying of cross-national, cross-cultural and cross-policy teaching strategies provides the basis for a working hypothesis on how to internationalise an architectural

curriculum. This is likened to any creative activity, where a bundle of thought processes makes connections that have not been made before.



Figure 5.1. Strange Attractor

Nicolas Desprez - <http://www.chaoscope.org/gallery.htm>

5.2. Internationalising the Architectural Curriculum at the DSA to help Prepare Students for Professional Practice in a Transnational World

This section is organised into sub-headings derived from the research question and sub-questions.

5.2.1. A Discussion on the Effects of the Internationalising Process on Teaching Arrangements in ADS

Leask (2009) argues that the formal, informal and hidden aspects of a curriculum are affected by IoC. Formalised changes to the design curriculum inventoried across the Faculty of Architecture TUD and the Schools of the Building Environment and Transport/Engineering and Design WU include: cross-national design modules, cross-cultural group work, trans-disciplinary collaborations, remote on-line collaborations, cross-cultural/geographic ADS assignments, international research and bi-lingual teaching practice. At TUD and WU the curriculum change process is perceived as on-going where content, teaching, assessment and research will demonstrate a greater emphasis on international and cultural aspects.

Informal internationalising initiatives logged at the mainland European universities include ‘buddy-schemes’, optional training in cultural awareness and cross-cultural social events. These formal and informal teaching inputs have purposeful learning intentions: they aim to develop collaborative practice, resilience and confidence, cross-cultural intelligence, skilful communication and higher-order thinking.

The effect of internationalisation on design studio culture is evidenced in less overt ways. It is concluded from the findings that a culturally diverse student cohort disturbs culturally constructed disciplinary ways of thinking and doing. The internationalising design studio is a learning space where competing social imaginaries co-exist. The constructivist teaching methods embedded in the ADS curriculum (peer to peer learning, tutor-student construction of knowledge, iterative practice, the public review process/’crit’) are tested by other expectations, other ways of thinking, other common understandings, ways of seeing the world and everyday practice. For the curriculum change process these ontological and epistemic encounters are transformative and potentially creative (Taylor, 2004; Welikala, 2011) in a context where people act as world-making, collective agents.

Holliday (2011) argues that official institutional discourses of inclusion are often not realized in the detail of everyday implementation: the official discourse on IoC at TUD includes other cultural and pedagogical imaginaries. In this context it is possible to interpret the ‘Europeanised’ international student (para 4.3.3) and the hegemony of the ‘Darmstadt Model’ (para 4.2.6) as illustrative of Holliday’s observation. Another interpretation is that these phenomena illustrate what Maffesoli (cited in Rizvi, 2010:35) theorises as the rather uneven and emotionally charged events that make up everyday life where multiple contested social imaginaries fluctuate. The strength of the ‘Darmstadt Model’ as a successful pedagogic/institutional brand exemplifies the dichotomous tension that exists between local identity and globalising forces: where local pedagogic practice - situated and emergent - troubles supra-national policy aspirations.

The process of internationalisation of the architectural curriculum **is** complex, uneven and charged, in contrast to the swiftness of the globalising world from which the

construct emerges, IoC is a slow transformative process that is changing and will continue to change teaching arrangements in the ADS curriculum.

5.2.2. A discussion on the teaching approaches implemented in ADS in the different institutions which are intended to develop awareness, knowledge and skills.

For classification purposes the teaching approaches activated in the different cultural and linguistic cases are separated into cross-national formations, cross-cultural formations and cross-policy formations; for pedagogical purposes the approaches are imagined as entwined and interdependent (Figure 5.2). These strategies are theorised as mobility beyond educational tourism, the modalities of cultural interaction and interpreting the competences/attributes agenda: this speculation provides the theoretical foundations for a working hypothesis on how to internationalise the architectural curriculum at the Dublin School of Architecture.

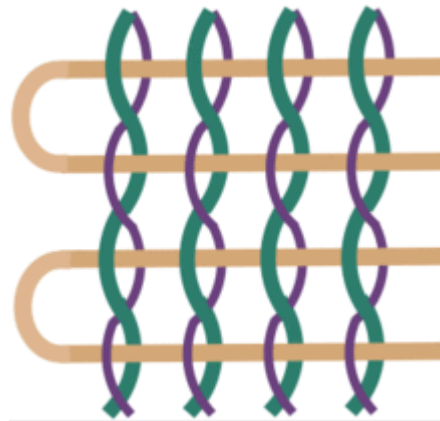


Figure 5.2. Leno Weave

Mobility beyond educational tourism. It is interpreted from the data that the teaching approach based on cross-national mobility at TUD and WU purposefully engages learners in constructing knowledge, encourages peer learning and builds critical thinking skills. As such cross-national mobility is a constructivist instructional strategy that aligns with both the constructivist model embedded in the ADS curriculum and the inclusive level of Morays (2000) ‘*Paradigm for Multicultural Course Change*’. It is salient that the constructivist model in ADS is the same model that is now viewed as

middle-aged, anachronistic and urgently in need of reform (Wainwright, 2013; Buchanan, 2012; Slessor, 2012; Farrell, 2014).

Rizvi (2010) concedes that administratively study-abroad programmes represent a quick, pragmatic and achievable way to implement IoC. Leask (2014) observes that outbound/inbound student mobility is a routine strategy, demonstrated by institutional statements which claim mobility programmes as evidence of IoC. Mobility programmes are however limited in their reach: financial matters, student interest, time commitment for students who have care responsibilities and the difficulty in quantifying real learning outcomes, question the validity of relying on cross-national mobility as **the** method to prepare students for the transnational world.

Yet the design participants at the mainland European universities were adamant: cross-national mobility – “*sending people and inviting people*” (Participant A) - is an effective strategy that develops cross-cultural awareness, resilience, disciplinary knowledge and higher order thinking skills. Ranged alongside the ‘knowledge economy and learning society’ discourse on IoC that aims to prepare students for the global knowledge economy (where such attributes are deemed essential), it is concluded that an approach to internationalising the architectural curriculum based on mobility and cross-national formations is valid.

The cross-national activities activated at TUD and WU are carefully researched, designed, structured and monitored as interactive and collaborative learning processes in accordance with best practice (Leask, 2009). The willingness demonstrated by Participant B to encourage German learners to “*look on the other side of the curtain*”; by Participant C to persuade reluctant Dutch under-graduates to study abroad and by Participant D to organize international teaching collaborations and facilitate cross-cultural exchange in ADS, testify to the importance and justify the validity of an approach based on cross-national mobility for internationalising the ADS curriculum.

Papastergiadis (2000) asks that we imagine new ways of thinking about mobility for a globalising world, a world of cross-national, cross-cultural flows and networks. It is judicious that an educational agenda, such as IoC, that aims to prepare graduates for such a transnational world would synchronise with this movement. Imagining

pedagogical approaches as diaphanous formations, that float across multiple constructed boundaries simultaneously are apposite in this context.

The modalities of cultural interaction. In music modal denotes music using melodies or harmonies based on modes other than the ordinary major and minor scales (Pearsall, 1999). This is a good way to think about culture, as nuanced, shaded and not polarised between major and minor forms of expression. The centrality of culture to the process of IoC was presumed across the three case studies where participants argued that knowing about, communicating and cooperating with other cultures of being, knowing and doing are essential attributes for professional life in a transnational world.

Clifford and Joseph (2005) categorise an ‘integrative’ approach to IoC as one that integrates cross-cultural dimensions and perspectives into an existing curriculum. It is interpreted from the findings that an integrative approach - “*becoming more transparent to other cultures*” (Participant A) - informs cultural change in the architectural design studio curriculum at TUD and WU. It is salient that in each case it was posited that other cultures include those ‘others’ present within the national culture: linguistic and cultural diversity resides within, without and across political/geographical boundaries.

Bates (2005) argues that a truly internationalised or global curriculum is a radical endeavour, one that can only be activated by forays into intellectually and personally challenging terrain: by crossing boundaries into cultures and subjectivities beyond our experience. This understanding is commensurate with an observation by Participant F: that to live **critically** in a global world, to engage with the complexity of global issues, we are **obligated** to cross cultural boundaries. The cross/trans-cultural teaching methods being activated in architecture and design studio at TUD and WU are disciplinary, pedagogical and institutional. The strategic aim of these intellectual forays is to engage learners with the different modes in which culture exists, is expressed and is experienced. This holistic understanding of culture aligns with Leask’s insistence on the procedural legitimacy of cross-disciplinary and cross-institutional interactions for IoC. The *Mundus Urbano M.Sc.* programme at TUD exemplifies this process of hybridization where cultural forms (disciplinary, pedagogical, institutional, national) have become separated from their existing practices and are recombining into new forms, in new practices. It is interpreted this educational model synchronises with the

cultural hybridity which is the now normative condition of social existence (Hall, 1996; Rizvi & Lingard, 2010).

The extent to which habitual behaviours, ideas and practices are embedded in disciplinary culture is exemplified in an institutional comparison on how best to implement IoC. At the Faculty of Architecture TUD a collective approach (rather than a “*one-man show*”) was advocated, where a group of disciplinary colleagues collaborate on a sustainable strategy for IoC. This ‘discipline-centric’ model was countered at LM where the participant posited an alternative model: a cross-disciplinary community of practice that involve colleagues from other disciplinary cultures, such as the Social Sciences. Taylor (2004) argues that transforming a social imaginary is never easy: as part of transforming the social imaginary of ADS it is concluded that integrating other perspectives, ideas and knowledge from other disciplinary cultures is central to the process of internationalising the ADS curriculum.

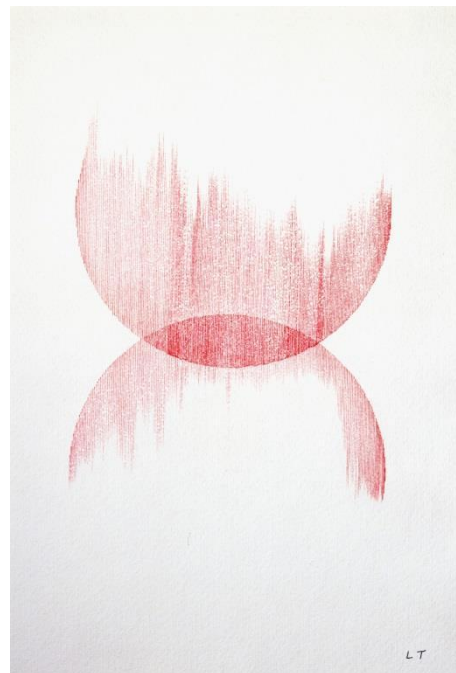


Fig 5.3. Untitled, ca. 1971 Lenore Tawney

Bhabha (1994) theorises that innovative sites of collaboration and contestation, located between cultures, become the places where epistemological limits are breached. It is in these interstitial spaces (Figure 5.3) that cultural values are negotiated and transformed. It can be argued that a similar imaginary of the ADS curriculum is apposite: a pedagogical model that seeks out innovative sites of collaboration and contestation; an

imaginary that finds boundaries to cross even in an era where borders and boundaries are fluid, porous and quickly eroding.

Interpreting the competences/attributes agenda. The coincidence between the learning intentions underpinning the process of IoC and generic graduate attributes was explicitly articulated at LM and interpreted from the research data at the mainland European universities. Theorists working in the field of IoC concur that a ‘graduate attributes’ or competency approach to internationalisation provides a foundation and framework for constructing and implementing an internationalised curriculum (Caruana, 2007; Watt & Mandhar, 2008; Leask, 2014). The findings conclude a reciprocal relationship exists: the process of internationalising the curriculum provides a framework for developing disciplinary skills, knowledge and awarenesses. On reflection the coincidence between these two strategic policy agendas is unsurprising: both arise from supra-national educational discourses on the epistemological opportunities, urgencies and challenges of globalization (Rizvi 2010). Rizvi argues that many of the competences identified (values of innovation, flexibility, enterprise culture, intercultural understanding and sensitivity) are based on a neo-liberal social imaginary of globalisation. In this context educators are asked to think critically about the social, communal and individual purposes of academic competence – whose interests determine the agenda? In this context Killick provocation is salient:

How ill-conceived is the notion that we should be about preparing students for jobs which may not yet even exist in supercomplex futures ...whose features now we cannot even imagine (Killick & Dean, 2013, p. 5).

Academic staff are required to play a major leadership role in implementing IoC (Hudzig, 2013): academic engagement with IoC is required to be critical (Caruana, 2007). It follows that a critical discourse on internationalising the disciplinary curriculum must originate in the purpose of teaching architecture and why a curriculum change process is necessary. The purpose of architecture - to create appropriate places and contexts of social life - is by definition ethical: the practice of architecture is both informed by and informs cultural life. It follows that cross-cultural awareness and ethical practice are justifiable foundational disciplinary attributes. Projecting these disciplinary obligations onto transnational practice, (UIA, 2002; Collier, 2006; Watt, 2010; Buchanan, 2012; Farrell, 2014) coincides with radical and counter-hegemonic

discourses on IoC. It is concluded this is the appropriate discourse from which to set the terms of the debate prior to activating internationalisation of the ADS curriculum: the motion being – “Is the purpose of educating architects to develop active socially responsible world citizen-architects or primarily to produce disciplinary experts for local and regional contexts? “

This debate is the first step in an internationalising process at DSA: a process to determine **Our (Different) Place in the World.**

5.3. Guidance for Internationalisation of the ADS Curriculum at DSA

The following eight recommendations for practice emerged from the findings: accompanying quotes from participants are used to ground the emergent theory.

Recommendation 1: Question the purpose of implementing internationalisation of the curriculum in ADS: “*not simply to ask what we do but why we do it* “(Participant F).

Consider the transnational world in which our students will practice: consider the effects the diverse mobilities of people, ideas information and objects have on local and national practices: consider what cultural hybridity means for disciplinary life: consider what disciplinary competences are appropriate for that life.

Recommendation 2: There are different legitimate discourses on IoC; identify which discourse is most appropriate for our discipline: “*There is [an] equidistance of very [many] different systems to think about*” (Participant B).

There are different discourses on IoC: a knowledge economy discourse and other counter-hegemonic discourses that emerge from critical pedagogy. Consider the purposes of teaching architecture and consider which discourse best aligns with the ethical and social obligations of these disciplinary objectives.

Recommendation 3: There is no one way or singular approach for internationalisation of the curriculum: it is highly context dependent: “*So I would like to hand over some tools and not recipes*” (Participant B).

An internationalised curriculum emerges from local, situated and emergent teaching practice. Disciplinary, pedagogical, institutional and linguistic difference is central to the process of IoC. The ideation and activation of teaching strategies should originate within these contexts - coincidentally the process can strengthen local pedagogic practice and institutional identity.

Recommendation 4: Internationalising the architectural curriculum requires collegiality, intellectual flexibility and courage to challenge embedded disciplinary assumptions: *“Internationalisation is more about a transformation of mind than the movement of bodies”* (Participant F).

Attributes of intellectual courage, imagination, curiosity, collegiality and cross-cultural learning are expected of our students: the process of IoC requires the same from teaching academics.

Recommendation 5: Internationalisation of a curriculum is a slow synergistic transformative process that is ongoing and sustainable: it can start modestly and should develop systematically across the entire programme of study: *“little by little it becomes quite logical that you have to deal with these issues”* (Participant A).

IoC is an incremental and synthetic process: a product assembled across all the years of learning in the programme and across all modules in the architectural curriculum. It involves formal curriculum change, informal activities and the hidden aspects of the curriculum.

Recommendation 6: Having begun the process of internationalising the ADS curriculum it is then a process without end: *“because...the nature of the world is constantly changing”* (Participant F).

This understanding validates a multivalent systemic approach to IoC in which students and lecturers are regularly confronted by other disciplinary, pedagogic and cultural understandings - in content, teaching methods, studio dynamics, formative and summative assessment. From such encounters the skills, knowledge and awarenesses necessary to interact professionally in culturally and linguistically diverse contexts can emerge.

Recommendation 7: The constructivist pedagogical methods embedded in the ADS curriculum provide a good starting place for IoC. The process will however challenge the social imaginary, the habitus of our teaching and disciplinary practice: *“teach our students that there are many other solutions, other than what we think is right”* (Participant C).

Existing international activities in ADS do not automatically evidence an internationalised curriculum: critically engaging with other cultures, elucidation and interpretation of those realities for architectural production underpins the epistemic intention of IoC. The concept of a ‘multi-perspective’ curriculum is helpful when imagining new content, learning activities and assessment strategies.

Recommendation 8: The process requires imagination - our disciplinary currency: *“encourage them to look on the other side of the curtain”* (Participant B).

Imagine teaching activities based on new ways of thinking about mobility and cultural hybridity. Cross-national formations, cross-cultural formations and cross-policy formations are all effective for the process of internationalisation of the ADS curriculum: teaching inputs must be purposefully designed for all-student learning with clear outputs and intentional learning outcomes. Table 5.1. tabulates notional curriculum inputs to exemplify these approaches and help inform choices in the different stages of the programme.

5.4. A Working Hypothesis and a Visual Schematic for Internationalising the Architectural Curriculum

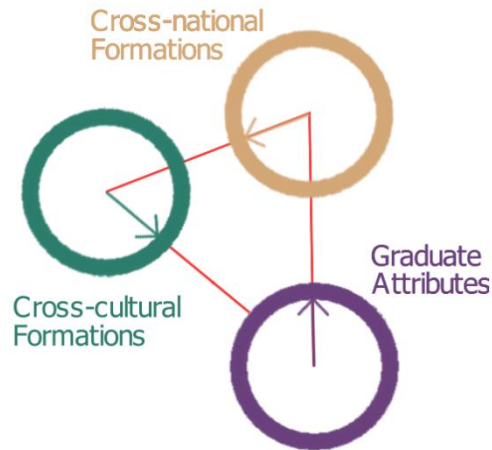


Fig 5.4. Approaches to internationalising the architectural curriculum

Figure 5.4. describes the interconnected nature of the three teaching approaches to IoC: cross-national formations develop cross-cultural knowledge and desired graduate attributes; cross-cultural formations prepare students for cross-national professional life with desired disciplinary attributes; developing graduate attributes prepare students for cross-cultural, cross-national practice.

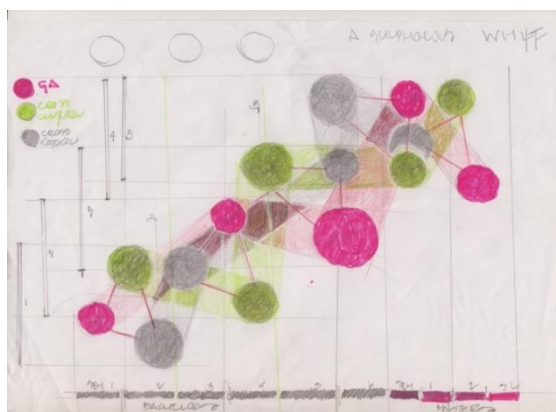


Fig 5.5. Initial Concept Sketch

The working hypothesis theorises the process of internationalising the architectural curriculum as the interweaving and creative exchange between the three main approaches across the architectural programme (Figure 5.5.). Each approach acts as an

attractor influencing teaching inputs and learning outcomes in the different modules. At times all three approaches may coincide, (a cross-cultural learning activity may be situated in a cross-national context with the learning outcomes described in terms of developing particular graduate attributes), the approaches may then drift off and re-form in other combinations at other times.

This hypothesis is presented as a schematic (Figure 5.6.) that maps the influence of the three approaches to IoC on teaching and learning against the stage of learning (x axis) and accumulated learning credits (y axis).

At this stage of theory development, no **overall** teaching approach is prioritised: a cross-cultural approach to IoC may be prioritised in Year 1; cross-national formations in Year 3; graduate attributes e.g. critical thinking in Year 4. It is important however that each approach manifests in each module in each semester to ensure on-going learning. The occluded areas in Fig 5.6. (z axis) where the trails of all three attractors overlap is where maximum learning can occur as the influences accumulate. Credits (ECTS) assigned to a particular learning activity can vary (represented by the relative size of the discs on the schematic).

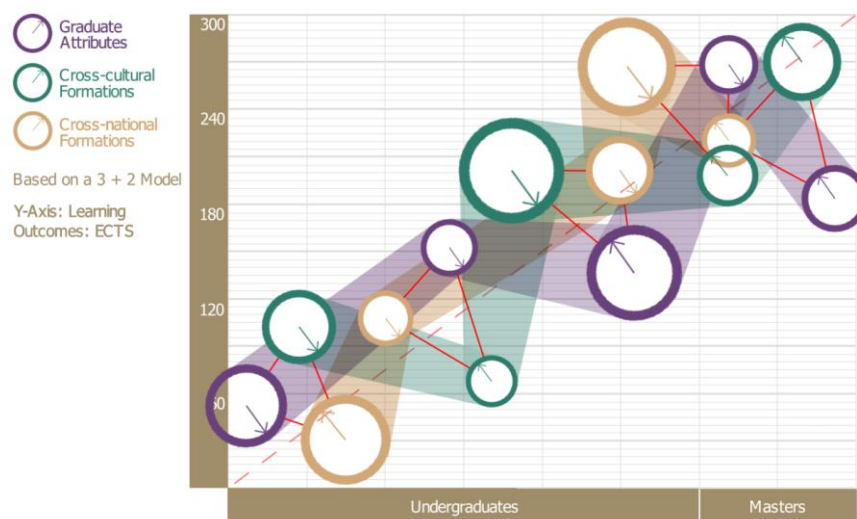


Figure 5.6 A Working Hypothesis and Schematic for Internationalising the Architectural Curriculum
Based on the notion teaching inputs and outputs tabulated in Table 5.1. the hypothetical model for Internationalising an Architectural Curriculum (Fig 5.6) was tested for the

ADS curriculum by aligning these notional inputs/outputs with the teaching approaches to IoC across the stages of the programme (Figure 5.7). This initial testing of the working hypothesis proved robust. The same process should be carried out for other core strands including History Theory and Criticism: Architectural Communications: Professional Practice and Building Technological studio mindful of creative and efficient overlap between the strands.

APPROACH

	Year 1	Year 2	Year 3	Year 4	Year 5
Cross-national formations	Semester 1 Design assignment set on a geographical assessment by cross-national academics	Semester 1 Joint class trip with Dutch students to Poland to design social housing	Semester 1 On-going cross-national architectural typology research	Semester 1 Case study analysis of relationship between Landscape climate and building in other countries	Thesis Situate project in other country/ Prepare thesis research in other country Assessment of formative and summative outputs by cross-national, cross-disciplinary teaching academics, practitioners, community
Cross-cultural formations	Semester 2 Vertical project with Year 4 Master students to design a GAA club	Semester 2 Assignment set along river crossing geographical/ geological/ climatic territories	Semester 2 Internship abroad, community volunteering or service learning	Semester 2 Vertical project with year 1 under-graduates to design a GAA club	Thesis Collaborate with other disciplines, Identify own cultural positioning Engage with culture of context, client, technology, typology, representation
Graduate Attributes	Semester 1 House for a Polish doctor Semester 2 Cross-disciplinary assignment with medical students to design a hospital bedroom	Semester 1 Cultures of technology and construction Semester 2 Primary School Design set in local community. Community representatives involved in assessment	Semester 1 Participation in 'international' module Polish; Dutch Romanian Semester 2 Cultures of Making in preparation for Dissertation	Semester 1 Cultures of ideas; technology or landscape (student specific) Semester 2 On-line participation in Mundus Urbano seminars	Thesis Disciplinary expertise Critical thinking Analytical skills Informed argument Reflective practice Cultural Awareness Resilience Excellent communication
	Semester 1 Present house design to client and medical students Semester 2 On-line architectural communications module with Dutch students	Semester 1 Organize programme for 'carousel' with visiting students from Europe Semester 2 On line collaboration with Dutch students to publish research from joint class trip	Semester 1 Cross-disciplinary team work in preparation for Dissertation: on-line seminars/workshops Semester 2 Dissertation Disciplinary Expertise	Semester 1 Publish research journal with UCD QUB and SAUL Semester 2 Comparative research methodologies module	

Language classes Cross-cultural classes at College level

Table 1: A set of notion **inputs/ outputs** to internationalize the ADS curriculum: demonstrates the interconnections between approaches across the programme.

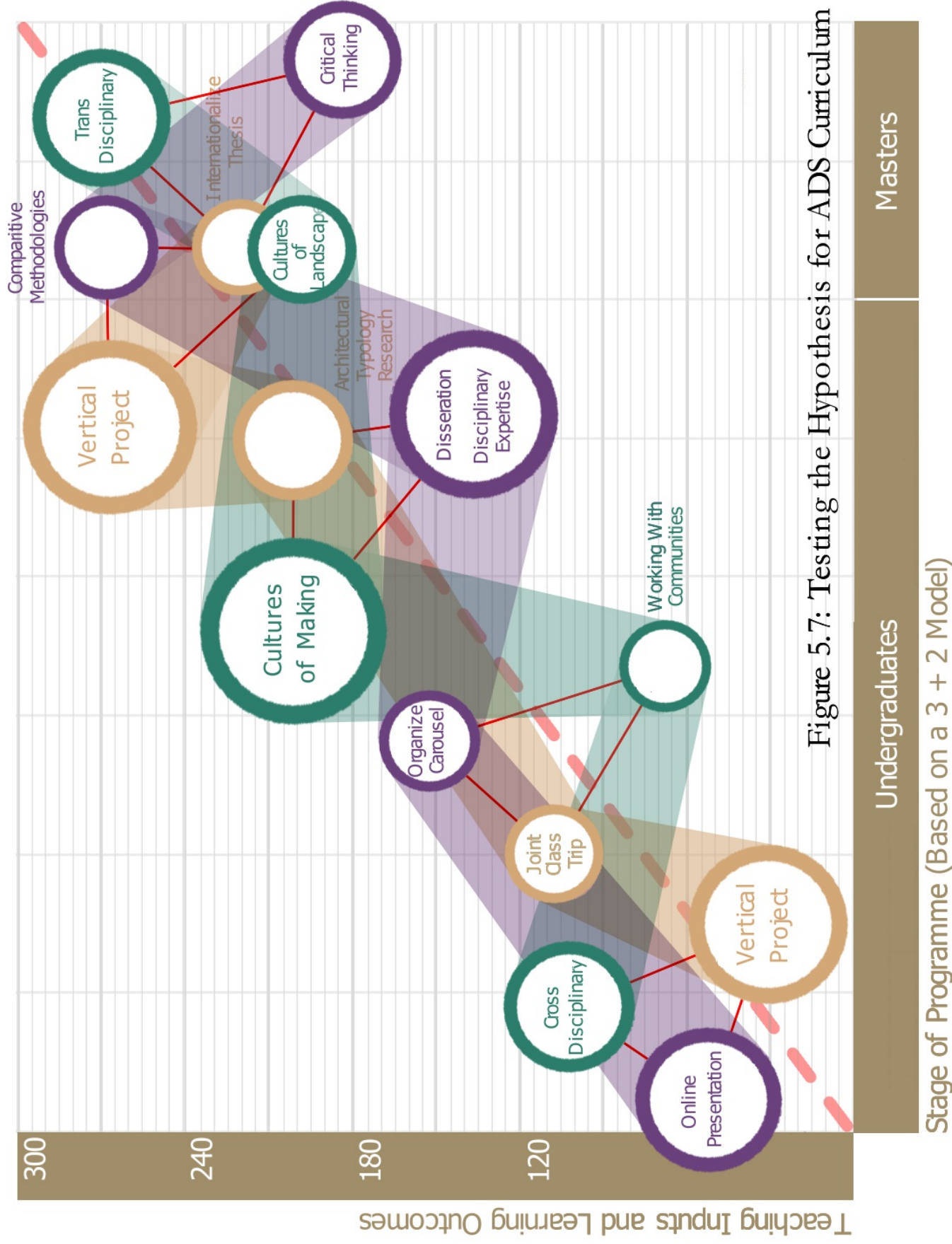


Figure 5.7: Testing the Hypothesis for ADS Curriculum

CHAPTER SIX

Conclusion

6.1. Introduction

This chapter reviews the aims and objectives of the research and the extent to which these have been achieved. A clear link between the skills, knowledge and awareness needed for professional practice in a transnational world and a process of internationalising the architectural design studio curriculum is concluded.

Teaching academics involved in activating IoC are urged to find ways to develop working relationships with international colleagues through teaching collaborations that will lead to new pedagogical approaches and innovative curricula (Clifford & Montgomery, 2011). Academics are asked to engage with the process intellectually and to become effective and flexible intercultural learners themselves, critically aware of their own cultural influences (Caruana, 2007; Leask, 2009; Green & Mertova, 2011). In this spirit this stage of intellectual engagements with IoC concludes by critically reflecting on the heuristic value of the research for my teaching practice: the next stages are then posited as areas for further research, intellectual and practical engagement.

6.2. How to Internationalise an Architectural Curriculum

6.2.1. *Research Aim and Question*

The research was carried out to answer the question “*How can an architectural curriculum be internationalised to help prepare students for professional practice in a transnational world?*” The value of the process for architectural education was explored in relation to two sub-questions: i) whether the *Internationalisation of HE* effects teaching arrangements in ADS and ii) the influence different approaches and policies on IoC implemented in different institutions, have had on teaching arrangements in ADS. The aim and objectives of the research have been substantially met.

It is concluded that i) *Internationalising of HE* has and will continue to effect teaching arrangements in the ADS curriculum; that ii) the different approaches and policies on

IoC, implemented across the three cases are intended to prepare graduates with skills, knowledge and awareness for professional practice in culturally and linguistically diverse contexts.

The findings evidence the teaching approaches adopted are based on cross-national formations, cross-cultural formations and cross-policy formations between IoC and graduate attributes. It is theorised these approaches synchronise with the processes of the transnational world: the mobility of people, ideas and information; cultural hybridity and the policy turn in education. In this context it is argued that the approaches are also fluid, in flux and hybrid: the three are interdependent and continue to recombine in innovative pedagogical practices. This is exemplified by the many cross-national/ cross-cultural hybrids operating at the European design schools.

6.2.2. Research Objectives

Two research objectives were set. The first was to identify commonalities and differences in approach across the three cases with the objective of providing guidance and recommendations for implementing internationalisation of the ADS curriculum at DSA. The process of comparative thematic analysis and interpretation is summarised in a set of eight guidelines.

The second objective was to develop a working hypothesis and visual schematic for how the architectural curriculum can be internationalised. The hypothesis and schematic were developed in tandem based on the emerging theory of epistemic exchange between and across the three approaches, across the programme of study as a sustainable transformative process. The three approaches are imagined as attractors influencing teaching inputs and learning outcomes in the different strands and modules of the programme.

The working hypothesis is expressed in a visual schematic to help colleagues imagine the curriculum change process and to engage practically and intellectually with internationalisation of the architectural curriculum.

6.2.3. Skills Knowledge and Awareness as Necessary for Future Professional Practice

The teaching approaches to IoC adopted are intended to develop a bundle of graduate attributes: critical thinking, skilful cross-cultural communication and collaborative working; cross-cultural/disciplinary awareness; disciplinary expertise and attributes of curiosity, resilience and open mindedness. In the concluding part I reflect on the effect the three teaching approaches have had on my learning in light of these attributes. What have been the learning outcomes from the three teaching strategies now embedded in the working hypothesis for internationalising the architectural curriculum?

6.3. Reflection on the Heuristic Value of the Research for Teaching Practice and Intercultural Learning

6.3.1. Cross-national Mobility

The findings conclude that internationalisation is not just something that you do abroad. Current theoretical thinking on IoC has downgraded cross-national educational mobility in favour of a graduate attribute approach to the construct. Yet when designing the research, with the advice to develop relationships with international teaching colleagues ringing in my ears, my first instinct was to travel. Afterwards I questioned the travel-action – having done the very thing I intended to argue was not necessary for IoC. Yet the strength of opinion in favour of an approach to IoC based on cross-national exchange at the mainland European design schools prompted me to reconsider mobility as a part of the IoC process. For the discipline of architecture travelling to other lands and engaging with other cultures of architectural production is an important preparation for a global profession and a transnational world.

Through the process of engaging formally and informally with international teaching colleagues, meeting participants in their real-life environments, new insight was gained, new professional networks established and incipient teaching exchanges activated - in November 2014 I participated as a visiting academic in the international minor Interior Design module at WU. These experiences, which improved my own cross-cultural learning also served my intellectual engagement with IoC well.

6.3.2. *Working in Culturally and Linguistically Diverse Contexts*

Crossing disciplinary, linguistic and geographical boundaries seemed an appropriate way to engage with the transnational world. That the interviews were conducted through English nullified the linguistic challenge; being set within recognizable disciplinary cultures in cold Northern European countries did not require the type of intellectual and physical courage Bates (2005) imagines is necessary for curriculum change.

Yet these contexts demonstrated the modalities of culture that typify a transnational world. The areas of relative professional strengths that distinguish Dutch architectural practice from Spanish, German or from neighbouring Belgian are subtle but significant. Operating in culturally and linguistically diverse contexts does not imply any great intellectual adjustment but, rather, simply paying close attention to the specifics of place, culture and behaviours. Crossing the boundaries between disciplines of Architecture, Product Design and Economics provided challenging conversations, interactions and insight and validate the epistemological importance of cross-cultural interactions for intercultural learning.

6.3.3. *Different Discourses on the Purpose of IoC Policy.*

A number of assumptions were unsettled during the data gathering and analysis stage of the research. The emergence of mobility as the prioritised approach at TUD and WU; the emphasis on common ground in the face of increasing diversity; the value of local pedagogical practice – each challenged assumptions I brought to the research.

Counter-hegemonic and radical discourses on IoC with an emphasis on active socially responsible global citizenship suggested a natural fit for the discipline of architecture to me; this assumption was also unsettled. The usefulness of IoC as a preparation for professional practice was unanimously accepted - the radical potential for social justice in the construct less so. There is pragmatism about the process and need for IoC at TUD and WU: my theoretical position aligns with the emancipatory potential of the construct. Academic colleagues at the DSA will determine their own rationale for internationalising the architectural curriculum.

If architectural education is to be “*radically rethought to adapt and prepare much better for the future*” (Farrell, 2014a), if architectural educators are to imagine a “*new*

and more fully human paradigm for architectural education” (Slessor, 2012) it is concluded that an internationalised architectural curriculum belongs in any new paradigm of education – a paradigm that genuinely and intimately engages with culture and society as well as preparing our new graduates for a life in architecture.

6.4. Areas for Further Research

A number of clear areas emerged for further research during data analysis and interpretation. These are described briefly below mindful that each is important to the process of IoC.

Exploring blended approaches to cross-national and cross-cultural formations:

The use of technology is argued as an important method for linking local and global knowledge and for exposing learners to the global plurality of the sources of knowledge. The limited data gathered on blended approaches for internationalising the architectural curriculum is a reflection of the limited emphasis placed on this approach in the interview guide. Blended approaches, and on-line collaborations present real opportunities for learner engagement and knowledge creation, outcomes evidenced by my participation in the on-line Oxford Brookes University module on *Internationalisation of the Curriculum* during the M.A. in Higher Education. This is an important area of priority for further research.

Research into IoC with students, the RIAI, the industry and the community

The importance of collaboration to the process of IoC change is established. In the Farrell Review (2014) it is advised that the widest group possible should be involved in radicalising architectural curriculum to include academia, the community, the industry and the State. Further research into internationalising the architectural curriculum should include the student cohort, the educational committee of the RIAI and community groups such as ‘Students learning with Communities’ at DIT.

Expanding and testing the working hypothesis as action research in ADS

This is an area for PhD action research. Developing innovative cross-national and cross-cultural teaching inputs/learning outputs and evaluation of the learning outcomes over a

period of time (three years) would ideally occur in different cultural contexts simultaneously for comparative purposes. Whether this would involve joint research collaborating with international teaching colleagues or through teaching a number of semesters in different cultural contexts (e.g. Dublin, Holland, China) would depend on framing the PhD research and the appropriate research methodology.

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APPENDIX A

Profile of selected universities for case study

Technische University Darmstadt DE

Founded 1877 (DIT 1887)

Student numbers: 25,100 students (including 4.350 foreign students) DIT 20,000

3.320 graduates (Masters)

Degree programmes: 110

Extract from TUD Internationalisation Strategy

TU Darmstadt is already well-positioned and connected internationally. But now we have to take the next step and ensure that the international dimension is firmly anchored in all sectors of the university.

This is an opportunity for us to make yet more crucial improvements to our teaching, research and administration.

TU Darmstadt focusses on selected, highly relevant problem areas: technology is at the heart of all our disciplines. The Natural Sciences as well as Social Sciences and Humanities cooperate closely with Engineering.

The international nature of our courses guarantees a formative experience and openness towards international students. (Profile extract 2014)

Windesheim University of Applied Sciences Zwolle NL

Founded: 1880

Student numbers: 20,300

Degree programmes: 50+

Summary of WU Institutional Strategy 2013-2017

Windesheim University of Applied Sciences Zwolle The Netherlands is a broad-based university of applied sciences. Its objective is to provide the labour market with students that are directly employable and completely ready to enter the labour market. It prepares all students and staff for their role as a professional and as a citizen in a society with a strong international and intercultural character.

There is a stated aim to increase student mobility by 10 p.c year on year to 2017 due to an intensified international profile. By 2017 all students will follow courses in intercultural skills and, if required, language training in preparation for internship or study abroad. All faculty who are active in an international classroom will have verifiable language skills, and will have been extensively trained in intercultural competences.

The university aims to incorporate international elements into all subjects taught at Windesheim. Current policy aims to expand on existing internationalised components through offering Schools the opportunity to broaden and deepen their international curriculum through collaborative projects and strategic partnerships.

(Windesheim Beleidsplan Internationalisering (2013-2017) 'Werken aan een grenze(n)lose kwaliteit.' Draft copy provided by International office at interviews

A Dutch mentor is assigned to each international student on arrival and international students are offered free access to sports facilities to encourage interaction with Dutch students, noted as being very important.

The university encourages its students to get as much international experience as possible. In addition to exchange programmes, students are facilitated to do their internships or final projects abroad.

As part of its strategic ambition to play a prominent role in higher education on the (inter)national stage, the university encourages student and staff mobility, through overseas study and each School offers at least one semester-long course delivered in English.

Each of the International Minor modules are taught through English, and combine core discipline based competences, linguistic skill development and perspectives on Dutch society and culture.

Windesheim bases its choices on its identity. This originates from a Christian religion and culture and the philosophical convictions and inspirations.

We believe in the power of difference. Being able to handle diversity (differences in background, education, values, culture and beliefs) enhances the quality of acting professionally. Within both the organization as well as within studies taking responsibility and aiming for results is highly stimulated.

Windesheim is an outward-looking institute with a wide range of international programmes and a global dimension to all its activities. It is also an ethical community organisation, where you are challenged and empowered to develop into a responsible, principled and confident professional.

Windesheim [places] emphasis on student-focused, practical education in line with the needs of a knowledge-based economy. (About Windesheim 2015)

Leeds Metropolitan University-now Leeds Beckett

Founded: the Leeds Mechanics Institute in 1824,

Student numbers: +28,000 students (~100 nationalities)

Degree programmes: +100

Extract from Internationalisation Strategy 2008 – 2012

Leeds Met was among the first British universities to develop an internationalisation strategy, and our approach has been recognised by many in the sector as ground breaking.

This strategy recognises that internationalisation is a process requiring continual review and identifies our plans for 2008-2012. Specific achievements during the 2003-2008 phase of internationalisation can be found in the appendix but the distinctive features of our work in this area could be summarised as:

- taking a holistic, university-wide approach;
- focussing on all students;
- aligning internationalisation with diversity and multiculturalism;
- recognising the intrinsic value of international students, partnerships, and perspectives; and
- having a clearly articulated description of the attributes we seek to develop through cross-cultural capability and global perspectives across the curriculum.

We now aim to build on our recognised achievements through establishing internationalisation thoroughly within the mainstream of the life of the university. The process of ‘normalisation’ will take the university into a position of considerable strength in realizing the objectives we seek for all our students, our staff, and the university itself.

Leeds Met is striving to be a world-class regional university with world-wide horizons using all our talents to the full. Point 9 of the ten statements of Vision and Character states that we intend to be ‘a university with world-wide horizons where an international, multicultural ethos is pervasive throughout our scholarship, curriculum, volunteering and community engagement at home and overseas.’

Characteristics of our approach to internationalisation are as follows:

- Our approach is based on Leeds Met’s core values, as outlined in the Vision and Character Statement;
- Internationalisation applies to all members of the university, staff and students, wherever they are based and whatever their role;
- Internationalisation as a process is the responsibility of all;
- Internationalisation is more about a transformation of mind than the movement of bodies;
- International students help to provide welcome campus diversity and recruitment is the subject of a separate strategy.

The strategy is based around four key themes which reflect the statements of Vision and Character. The four themes appear below and are expanded in the following table:

1. Curriculum and student experience beyond boundaries
2. A university of international festivals and partnerships
3. A globally responsible leadership university
4. Using all our talents to the full

APPENDIX B

Interview Question Guide

Thank you for taking the time to complete this interview following our recent discussion

This interview is intended to explore the following areas.

- Does an internationalising process affect teaching arrangements in Architectural Design Studio, the core part of the architectural curriculum?
- What influence have different approaches and policies on internationalising the curriculum, implemented in different institutions, had on teaching arrangements which are intended to develop the awareness, knowledge and skills needed by students to interact professionally in culturally and linguistically diverse contexts.

Your experience as a teacher engaged in design education is extremely valuable and your participation in the survey will help with the process of internationalising at the Dublin School of Architecture. All information gathered is strictly confidential and your anonymity is assured. See attached information sheet for further details.

The questionnaire is broken down into four main areas with a number of sub questions.

A. General

What is your main role in your School of Architecture?

What stage/year of the programme are you mostly involved with

How long have you been teaching?

Do you practice as an architect along with teaching/coordinating

B. The Discipline of Architecture

- i. What do you think are the main skills needed by architectural graduates for professional practice in today's transnational world?
- ii. In what way does practice within the design studio develop these necessary skills?
- iii. Have you witnessed any change to practice within the design studio which has improved the development of these skills.

- iv. Can you suggest ways in which the architectural design studio curriculum in your institution could be changed to better prepare architectural graduates for transnational professional practice?

- v. In an accredited degree such as architecture, what does an internationalised say building technology module cover? What learning methods foster problem solving in any international context?

C. Internationalisation of the Curriculum (IoC)

- i. Has an *Internationalisation of the Curriculum* policy been implemented in architectural design studio in your institute or elsewhere?

- ii. What is the current understanding of *Internationalisation of the Curriculum* in your institution?

- iii. How does this tie into *Internationalisation at home* policy? Are the two concepts inter-related?

- iv. What if any initial and on-going training exists for teaching staff engaged with I
o C?
- v. Do you think the concept of an internationalised curriculum signals a long term
shift in the way architecture is taught in the design studio or is it merely a
fashionable idea? Please suggest reasons why you have a particular view.
- vi. Do you think there is a limit to the effect an internationalised curriculum can
have on a professionally accredited applied discipline such as architecture?
- vii. It has been suggested that an internationalised curriculum would allow the
architectural design studio to be a forum to help students recognize “the diverse
mobilities of peoples, objects, images, information and wastes” along with the
“social consequences of these mobilities.” Do you feel it is appropriate to
discuss global perspectives on social, equality and justice in the design studio?
- viii. Are teaching staff core to the success of an internationalised curriculum? The
‘gate keepers?

- ix. How can teachers develop our own inter-cultural competencies?

- x. How important or valuable do you think teaching exchanges are? Has this practice started? What are the key difficulties?

D. Influence of internationalising of the curriculum policy on teaching arrangements

- i. What, if any, has been your experience to date of the implementation internationalising of the curriculum in your teaching practice in the design studio.

- ii. How has the student cohort changed?

- iii. Have specific teaching problems arisen, say to do with gender or linguistic challenges?

- iv. What is your main language of tuition?

- v. Do you charge fees for international students?

- vi. Have such changes, if any, to the way you teach been difficult, challenging, interesting? Are some modules easier to internationalise?

- vii. Have physical changes occurred in the layout of the studio to foster collaborative and cross cultural learning? Does teaching in groups or workshops aid the process of I o C?

- viii. What, if any, teaching initiatives have you or other colleagues undertaken to integrate an international dimension into the architectural design studio? Can you give a couple of examples, e.g. international studio exchanges? Overseas studio projects? Inter-cultural design briefs? On-line projects?

- ix. What is the most important advice you would give an architectural school starting out on the process of Internationalising of Curriculum?

- x. Are there any mechanisms to link the move toward internationalisation of curriculum with overall change to the architectural curriculum? Eg such as a curriculum review tool?

- xi. How do we know if we have been successful?

APPENDIX C

Profile of Participants

To protect the privacy and anonymity of the participants the following information is offered purely to describe the profession: teaching experience and attained academic level

Participant A: Architect: 10 years +: PhD

Participant B: Architect: 15 years+: PhD

Participant C: Architect: 5 years+: MSc

Participant D: Architect:10 years+: MArch PhD candidate

Participant E: Industrial Designer: 5 years +: Masters

Participant F: Economist: PhD

APPENDIX D

Approval from Research Ethics Committee October 2013

31/10/2013

Hi Johanna,

I am pleased to inform you that your application for Ethical Clearance for the above project has now been approved by chair's action. But can you provide the REC with the final version of questionnaire when ready.

Thanks Johanna

Kind regards

-----Original Message-----

From: steve.meaney@dit.ie [mailto:steve.meaney@dit.ie]

Sent: 31 October 2013 14:13

To: Conor McCague

Subject: Re: FW: Ethics committee approval 13-51

Conor,

Happy yo approve this by Chair's action as I believe that Johanna has addressed the issues which we raised. I would ask that the final version of the questionnaire be supplied to the REC when it is available.

Regards,

/steve

Steve Meaney, PhD

Programme Director - MSc in Clinical Laboratory Science, Chair DIT Research Ethics Committee, School of Biological Sciences (Room KE3-029), Faculty of

Sciences and Health, Dublin Institute of Technology, Kevin St.
Dublin 8.
Ireland.

On 31/10/2013 12:09, Conor McCague wrote:

Hi Steve,

Please see email from Johanna addressing the issues raised below

Kind regards

Conor

From: Johanna Cleary [mailto:johanna.cleary@dit.ie]

Sent: 26 October 2013 18:14

To: Conor Mccague

Cc: Johanna Cleary

Subject: Ethics committee approval 13-51

Dear Conor

Re: My application for ethical clearance Ref. 13-51

In reply to your response to my application for ethical clearance please see comments below.

As my proposed research trip is imminent, I will forward a signed hard copy of the documentation at a later stage.

I hope the information provided below is adequate.

1. A fieldwork risk assessment (Appendix 13) is attached
2. Sample copy of E-mail which will be sent to the international coordinators of the different institutes attached.

3. Methodological detail for collection of data from the focus groups and/or interviews. All interviews will be recorded electronically for transcription later. The participants will have a chance to review these transcripts and amend comments as necessary. The key points from the focus group discussions will be recorded on white board (if available) or flip chart by the note taker. Flip board sheets will be digitally photographed and saved to a secure file.

Data will be stored digitally on my personal PC at home. The files and PC will be password protected and I am the only person who uses this PC. Data will be destroyed after a period of five years. Any material printed out in hard copy will be stored in a locked filing cabinet while being used and will be shredded once data analysis is complete (June 2014).

The same themes will be used to structure both interviews and focus groups at each of the different sites. This will permit comparison across the institutions and between the different data collection methods.

4. A revised information sheet is attached. Additional information that identifies the purpose of the study, the ability of participants to withdraw, the storage and use of the data and their ability to review transcripts (if recordings are carried out) and amend comments has been added. The same information sheet is to be used for both the semi-structured interviews and focus group interviews

A Separate information sheet for the questionnaire part of the data gathering process is attached.

The researcher is confident that the proposed participants have sufficient knowledge of English to understand the information sheet and provide informed consent. Existing academic contact exists with many of the participants and to date all communication has been in English. Most of my colleagues in Zwolle and Darmstadt are fluent English speakers. The semi-structured interviews and focus groups will be facilitated through English with either a Dutch or German interpreter present. The researcher has a working professional knowledge of Dutch and German colleagues at the DSA are available to translate documents. Many of the academics I will interview travel to teach and lecture at top international universities in the UK US and Australia. Many of the internationalised courses at these universities are conducted through English

5. Informed consent will be obtained in hard copy at the point of collection.

6. Sample questionnaire attached. Please note this may be circulated after the semi-formal interviews and focus group interviews and the questions may change. The supplied sample indicates the scope and type of question to be asked.

7. Selection bias in carrying out the interviews and focus groups in English: Please see point 4 above. Reference will be made in the final research document to the decision to research in international sites where existing collaborative teaching exchanges exist in Holland and Germany.

I trust these clarifications will allow the review of this research to proceed.

Kind regards

Johanna Cleary

APPENDIX E

RIAI Code of Conduct

[Available from RIAI Website](#)

APPENDIX F

Information Sheet for Semi-structured Interview

Project Title: *This Place of Difference*: The effect of *Internationalisation of the Curriculum* policy on an architectural curriculum

Introduction This research is being undertaken by Johanna Cleary Architect as part of an MA in Higher Education at the Dublin School of Architecture 2013-2014. The research has the full backing of the Head of School

Your participation is highly valued as the experience of internationalizing the architectural curriculum at your School will greatly assist us at DSA to deal intelligently and appropriately with *internationalization and internationalization of the curriculum*, two policies we are at the very early stages of implementing

The interviews will take place in English however there will be a bi-lingual translator available should you prefer to speak Dutch/German

The purpose of this research is to discuss with you and/or other colleagues how an architectural curriculum can be internationalised to help prepare students for professional practice in a transnational world? The key areas for discussion are

- Whether an internationalising process has affected teaching arrangements in Architectural Design Studio, the core part of the architectural curriculum?

And

- What influence have different approaches and policies on internationalising the curriculum at your School had on teaching arrangements which are intended to develop the awareness, knowledge and skills needed by students to interact professionally in culturally and linguistically diverse contexts.

The overall objective of this project to tease out perceptions, experiences, challenges and the value of teaching an internationalized curriculum in an architectural programme at Bachelor Level 8 among international teaching colleagues

Ethical considerations: The semi-structured interviews that will be carried out are completely confidential and your privacy, anonymity and confidentiality are assured.

You are free to withdraw from the research process at any stage.

Interviews will be recorded electronically and transcribed. You will have the opportunity to review these transcripts and amend comments as necessary.

All data gathered will be treated confidentially, and stored securely on my home computer that is password protected. Data will be destroyed after a period of five years. Any material printed out in hard copy will be stored in a locked filing cabinet while being used and will be shredded once data analysis is complete (June 2014).

The results of this research will help with making strategic short to long term recommendations for developing existing and initiating new teaching methods and cross-cultural initiatives for teaching an internationalized curriculum at the Dublin School of architecture.

The final MA thesis will be made available for participants to read.

Thank you very much for your time and interest in this research. Your contribution is highly valued.

I can be contacted by email: [**johanna.cleary@dit.ie**](mailto:johanna.cleary@dit.ie) and mobile 00353 (0)87 0673719

APPENDIX G

Consent Form

Researcher's Name: JOHANNA CLEARY (use block capitals)	Title: MS
Faculty/School/Department: DUBLIN SCHOOL OF ARCHITECTURE COLLEGE ENGINEERING AND BUILT ENVIRONMENT	
Title of Study:	
To be completed by the: INTERVIEWEE	
<p>3.1 Have you been fully informed/read the information sheet about this study? YES/NO</p> <p>3.2 Have you had an opportunity to ask questions and discuss this study? YES/NO</p> <p>3.3. Have you received satisfactory answers to all your questions? YES/NO</p> <p>3.4 Do you understand that you are free to withdraw from this study?</p> <ul style="list-style-type: none">• at any time• without giving a reason for withdrawing• without affecting your future relationship with the Institute YES/NO <p>3.5 Do you agree to take part in this study the results of which are likely to be published? YES/NO</p> <p>3.6 Have you been informed that this consent form shall be kept in the confidence of the researcher? YES/NO</p>	
Signed _____ Date _____	
Name in Block Letters _____	

Signature of Researcher _____ Date _____

Please note:

- The researcher concerned must sign the consent form after having explained the project to the subject and after having answered his/her questions about the project.

Appendix H

Description of Formalised Cross-cultural Group Activities as part of Implementing IoC

International Minor Modules: International minor modules taught through English have been developed at under-graduate level at The Faculty of the Built Environment WU. These formalised modules involve structured cross-cultural group work for one semester typically during the third year of a programme. In the Interior Architecture minor module learners from Northern, Middle and Southern Europe collaborate in mixed design groups: teaching academics from the different contexts are involved in formative and summative assessment of the design outputs.

The carousel: A rotating circuit of cross-institutional, national and cultural group work. The model aims to periodically expose students and teaching academics from the *same* disciplines to different pedagogic cultures, The ‘home’ design school hosts a week of workshops and excursions.

Mundus Urbano: MSc programme at TUD: a cross-national cohort of learners from Architecture and Design, Engineering, Law, Economics, Social and Political Science collaborate on complex urban and infra-structures issues.

